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ABSTRACT

The South Carolina Plan for further desegregating its public colleges and universities, as approved by the U.S. Department of Education, is presented. In addition, South Carolina's response to the Office of Civil Rights on the South Carolina Plan is included. The following areas are addressed: the state's position as to the equity and equal opportunity in the state institutions and its commitment to accomplish certain goals in the next five years; missions of public colleges and universities; representation of blacks on boards of trustees of public senior colleges and universities; commitment of the state to specific measures relative to minority student enrollment; expanding mobility between two-year and four-year institutions; recruitment and retention measures; measures to increase the pool of black potential college students; increase in minority faculty and administrators in public senior colleges and universities; University of South Carolina institutional goals; increase in minority faculty and administrations in the technical and comprehensive education system; services areas, missions, and duplication of programs among Clemson University, University of South Carolina-Aiken, University of South Carolina-Columbia, and South Carolina State College; duplication of degree programs between South Carolina State College and traditionally white institutions; equitable allocation of resources at South Carolina State College and Denmark Technical College; the state's commitment to enhancing traditionally black institutions; and statewide and institutional monitoring of progress of the plan. Extensive appendices of correspondence and proposals are included. (SW)

ED215590

THE SOUTH CAROLINA
PLAN FOR EQUITY AND EQUAL OPPORTUNITY IN THE
PUBLIC COLLEGES AND UNIVERSITIES

AS APPROVED BY
THE U. S. DEPARTMENT OF EDUCATION



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South Carolina Commission on Higher Education

Columbia, South Carolina

July, 1981

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PLAN FOR EQUITY AND EQUAL OPPORTUNITY IN THE
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South Carolina Commission on Higher Education

Columbia, South Carolina

July, 1981

UNITED STATES DEPARTMENT OF EDUCATION



REGION IV
101 MARIETTA TOWER
ATLANTA, GEORGIA 30323

OFFICE FOR CIVIL RIGHTS

July 17, 1981

The Honorable Richard W. Riley
Governor of South Carolina
Columbia, South Carolina 29208

Dear Governor Riley:

By letter dated January 7, 1981, I advised you that the Office for Civil Rights (OCR) found that the State of South Carolina was maintaining a system of public higher education that had vestiges of its former de jure racially dual system, in violation of Title VI of the Civil Rights Act of 1964. In that letter, we requested a statewide desegregation plan that would desegregate fully the South Carolina system of higher education.

I am pleased to inform you that South Carolina's higher education desegregation plan meets the requirements of Title VI of the Civil Rights Act of 1964 and the Revised Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State System of Public Higher Education. Accordingly, I am hereby accepting South Carolina's plan.

The Plan consists of the following documents:

March 9, 1981 letter from Governor Richard W. Riley to William H. Thomas and The South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities forwarded with the letter.

June 8, 1981 letter from Dr. James E. Bostic, Chairman, South Carolina Commission on Higher Education, to William H. Thomas and a supplementary document, South Carolina's Response to OCR's Comments on the South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities (dated June 8, 1981) forwarded with the letter.

As indicated in Dr. Bostic's letter dated June 8 and its supplementary document, among the information that will be provided to the Office for Civil Rights by October 1, 1981 are specific measures that will

be taken by each traditionally white senior public institution to achieve the goals and objectives contained in the plan and enrollment projections for each new or enhanced high demand or unduplicated program at South Carolina State College for each year during the life of the plan. By August 1, 1982, South Carolina will provide specific measures that will be taken to attain the employment goals submitted by the Technical Education Centers to the South Carolina Human Affairs Commission.

By letter dated June 30, 1981, from Dr. James E. Bostic, Chairman South Carolina Commission on Higher Education, to William H. Thomas, Director Office for Civil Rights, Region IV, written documentation of your approval of and commitment to implement the plan as well as the approval and commitment of other state officials responsible for its implementation was provided. As indicated in the letter, signatures of each technical college president will be provided to this office by August 15, 1981.

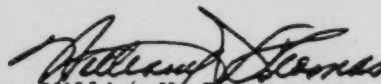
It is understood that implementation of the plan will commence immediately and will proceed at the most expeditious rate feasible. As indicated in the Revised Criteria, the Atlanta Regional Office for Civil Rights will monitor South Carolina's implementation of its plan and the results achieved. We will review statistical and narrative reports and continue to conduct periodic on-site compliance reviews to ascertain the effectiveness of the plan. To this end, we stand ready to provide whatever technical assistance the State may need in implementing its plan. With respect to statistical reports, as discussed with Mr. James L. Solomon, staff from our Washington office will contact the South Carolina Commission on Higher Education within the next two weeks to discuss all necessary arrangements.

I would like to express my gratitude to Dr. James E. Bostic, Dr. Howard R. Boozer, Dr. Terry Peterson, Mr. James L. Solomon, Jr. and the many other State officials who worked diligently to develop South Carolina's Plan. It was their leadership and creativity which led to the development of this promising plan. Through their continued leadership and commitment we believe that South Carolina's plan will result in the elimination of the remaining vestiges of the State's

Page 3 - The Honorable Richard W. Riley

formerly segregated higher education system and will increase educational opportunities for black citizens in all aspects of higher education throughout the State. We look forward to working with South Carolina's officials during the next several years to achieve our mutual goals and objectives.

Sincerely,


William H. Thomas
Regional Director
Office for Civil Rights

cc: Dr. James E. Bostic, Chairman, South Carolina Commission
on Higher Education
Presidents of South Carolina Public Colleges and Universities
Heads of Boards of Governance within the South Carolina System

PREFACE

The South Carolina Plan for the further desegregation of the State system of public postsecondary education, as accepted by the U. S. Department of Education consists of two documents: (1) The South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities (dated March 9, 1981), and (2) a supplementary document, entitled South Carolina's Response to OCR's Comments on the South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities, originally submitted on May 10, 1981, and revised on May 14, 15, and 16, on June 4, 5, and 6, 1981 and on June 8, 1981.

The two documents comprising the South Carolina Plan have been merged into this single document to facilitate the use of the Plan by affected institutions and agencies. A cross reference for the two documents comprising the South Carolina Plan is available upon request at the South Carolina Commission on Higher Education.

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SOUTH CAROLINA PLAN FOR EQUITY AND EQUAL OPPORTUNITY IN THE
PUBLIC COLLEGES AND UNIVERSITIES

I. INTRODUCTION

THE PLANNING APPROACH

On January 7, 1981, Governor Richard W. Riley received a letter from the U. S. Department of Education stating that the State of South Carolina was not in compliance with Title VI of the Civil Rights Act of 1964 because the State had not eliminated all vestiges of its former de jure racially dual system of public higher education. This letter requested that the State submit a statewide desegregation plan within 60 days of receipt of the letter. A copy of the January 7, 1981, letter (and enclosures) is attached in Appendix A.

Governor Riley requested that the South Carolina Commission on Higher Education assume the responsibility of developing a response. The Commission on Higher Education accepted this responsibility and appointed a Steering Committee and a Technical Committee to aid in the formulation of the response. The Steering Committee consisted of representatives of the colleges and universities, the general public, the business community, the General Assembly, the Budget and Control Board, the Attorney General's Office, the Governor's Office, and the Commission on Higher Education. The Technical Committee consisted of Commission members and staff, college and university representatives, and research personnel from the offices of public officials and State agency heads serving on the Steering Committee.

The Steering Committee was requested to direct the development of the response for submission to the Commission on Higher Education for its action. The Technical Committee was charged to assist the Steering Committee. The Chairman of the Commission on Higher Education served as Chairman of the Technical Committee and the Commission staff was given the primary responsi-

lity for developing drafts of components of the response for consideration by the Technical Committee and the Steering Committee.

The response was submitted to the Commission on Higher Education and it approved the response on March 5, 1981, and submitted it to Governor Richard W. Riley for his approval and transmittal to the U. S. Department of Education.* Governor Riley submitted The South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities to the U. S. Department of Education on March 9, 1981.

The Department's initial response (dated May 4, 1981), which was received at the Commission on May 6, 1981, provided OCR staff evaluations of the S. C. Plan. A copy of the May 4, 1981 letter (with enclosures) is attached in Appendix A. The State responded to the May 4 letter on May 10, 1981. Negotiation sessions were held with Department of Education officials from both Atlanta and Washington on May 14, 15, and 16, 1981. Revised responses providing additional information and clarifications agreed upon in several negotiation sessions were submitted on May 16, June 6, and June 8, 1981. (Copies of the May 10, May 16, June 6, and June 8, 1981, letters are also attached in Appendix A.)

The U. S. Department of Education concluded its negotiations on the South Carolina Plan on June 8, 1981 and indicated that the Plan was acceptable. As required by Court Order, the plaintiffs in the Adams Case were given 72 hours to comment on the Plan. After responding to the plaintiffs' comments, the U. S. Department of Education officially indicated its acceptance of the Plan in a letter to Governor Riley on July 17, 1981.

*Listings of members of the Commission on Higher Education and its staff, the Steering Committee, the Technical Committee, and Institutional Representatives are attached as Appendices B, C, D, and E, respectively.

The Plan consists of two documents: (1) The South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities (dated March 9, 1981), and (2) a supplementary document, entitled South Carolina's Response to OCR's Comments on the South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities, originally submitted on May 10, 1981, and revised on May 14, 15, and 16, 1981, on June 4, 5, and 6, 1981 and on June 8, 1981. The two documents comprising the South Carolina Plan have been merged into this single document to facilitate the use of the Plan by affected institutions and agencies.

STATEMENT OF STATE POSITION AS TO THE RESPONSE

(1) The State of South Carolina operates and maintains a system of public higher education institutions equally accessible to all persons regardless of their race, color or national origin. Although the State is committing itself to an effort over the next five years to accomplish certain goals set out in the Plan, this commitment and Plan are not an acknowledgment or admission by the State that it is in violation of the Fourteenth Amendment, Title VI of the Civil Rights Act of 1964 or regulations promulgated thereunder. Further, the State does not acknowledge or admit that failure to reach an enumerated goal should or would give rise to any rights of enforcement or otherwise by any individual or entity, governmental or otherwise. This Plan is also not an acknowledgment or admission by the State of the accuracy of the Findings in the January 7, 1981, letter from the U. S. Department of Education or the statistics and data on which the findings are based. Finally, nothing contained in the Plan may be construed as a disposition on the part of the State to yield or concede any of its statutory and governmental authority to govern and control the public higher education system in South Carolina.

(2) The Plan and any material now or hereafter provided to the U. S. Department of Education are a voluntary effort to further the State's own goals in the area of higher education. The Plan itself and the agreement to the Plan by the signatories thereto is without prejudice to any defense or rights which may be asserted by the State, any of its agencies or any political subdivision thereof in any judicial or administrative proceedings in connection with the subject matter contained in the Plan.

(3) The State has taken or is in the process of taking significant steps to improve equity and equal opportunity in its system. Through the wide participation of its citizens and institutions of higher learning, the South Carolina Master Plan for Higher Education has been prepared. In April of 1980, the General Assembly, by a concurrent resolution, approved the principles embodied in the Plan. See Appendix F. Two of the goals in the Master Plan are as follows:

- (a) To provide the opportunity for learning beyond the secondary school level for all who seek it;
- (b) to reduce the socio-economic barriers to postsecondary education.

The State makes the commitment to accelerate efforts to achieve these goals by the measures included in the Plan.

(4) The Plan represents the commitment by the State and the signatories to the document to a good faith effort to effect the measures set out in the Plan. The State is a legislative state and any funding in the Plan will require an annual appropriation from the General Assembly. Additionally, other proposals herein may require legislative enactment. The Plan represents a commitment to exercise a good faith effort to obtain the necessary funding and legislation.

(5) The efforts by the various colleges and universities as detailed in the Plan shall be consistent with sound educational principles with the colleges and universities preserving their legitimate academic standards for admission, retention and graduation.

(6) That the State has set goals concerning minority faculty and administrators in public senior colleges and universities is not an acknowledgment or admission by the State that Title VI of the Civil Rights Act of 1964 or the regulations promulgated thereunder apply to or authorize actions by any federal agency with respect to the employment practices of the institutions of higher education in South Carolina.

(7) As recognized by the U.S. Department of Education in its January 7, 1981, letter, the revised criteria set forth in the Federal Register, Vol. 43, No. 32, are to be used as guidelines for developing a Plan. These guidelines containing the revised criteria were developed for and in cooperation with states other than South Carolina. The State has voluntarily used the criteria as guidelines, but they are not regulations, do not have the force of law, and the State is not bound or controlled by them.

(8) For the purposes of the Plan, the following words have been used in the following senses:

- (a) Goal represents a commitment to which the State, its agencies and local subdivisions will make a good faith effort toward effectuating during the life of the Plan.
- (b) Benchmarks represent interim estimated calculations contained in the Plan and in certain tables which will be used to aid in reviewing progress toward the goals during the life of the Plan.

- (c) Commitment represents a policy, plan, measure or procedure which the State and the involved agency or political subdivision will employ in good faith in an effort to effectuate the designated goals.

STATEMENT OF POSITION AS TO NEGOTIATION AND OCR COMMENTS

The State, its involved institutions and agencies reaffirm and incorporate herein, as the framework for negotiations with the Office for Civil Rights of the United States Department of Education (OCR), the positions set forth on pages 3 to 5 of THE SOUTH CAROLINA PLAN FOR EQUITY AND EQUAL OPPORTUNITY IN THE PUBLIC COLLEGES AND UNIVERSITIES, March, 1981.¹ Several of these positions should be emphasized with regard to the negotiations with OCR which were suggested in the May 4, 1981, letter from Mr. William H. Thomas to Dr. James E. Bostic, Jr., and the OCR comments to the Plan which appear in the attachment to that letter.

The State, its involved institutions and agencies should be able to provide the additional information or make the additional commitments described in many of the areas of the Plan on which the OCR comments indicate such additions. The comments made by OCR are based on the contents of the Revised Criteria appearing in Volume 43, Number 32 of the Federal Register, which are referred to as guidelines in the January 7, 1981, letter from Mr. William H. Thomas to Governor Richard W. Riley, and which were utilized as such by the State, its involved institutions and agencies in compiling the Plan. The Revised Criteria, however, are not considered by the State, its involved institutions and agencies as mandatory requirements either in their entirety or in part, and they have not been suggested to be such.

¹Reprinted here on pages 3-6.

In one or more of the OCR comments on the Plan, additional information or commitments are indicated in areas for which the State and its involved institutions and agencies were not cited in the January 7, 1981, letter from Mr. William H. Thomas to Governor Richard W. Riley and the attachments thereto. The State and its involved institutions and agencies may be able to provide the information indicated in these areas, but it should not be necessary for a commitment to be made with respect thereto. However, as indicated in the revision to the May 10, 1981, response of the State, the State entered the negotiations with the willingness to make certain additional commitments where the best interests of the State were advanced thereby.

II. STRUCTURE OF PUBLIC HIGHER EDUCATION IN SOUTH CAROLINA

All public postsecondary educational institutions were established through legislation enacted by the General Assembly, which also provided for the governance of each. The General Assembly determines the majority membership of seven of the eight governing boards. The Clemson Board of Trustees includes seven self-perpetuating members and six elected by the General Assembly. The governing boards are discussed in Chapter IV. The General Assembly provides an annual State appropriation for the institutions, and from time to time enacts other legislation affecting them.

The Governor appoints the majority of the members of the State Board for Technical and Comprehensive Education with the consent of the General Assembly; serves ex-officio on five other governing boards; and is Chairman of the State Budget and Control Board which includes the State Treasurer; State Comptroller; Chairman, Senate Finance Committee; and Chairman, House Ways and Means Committee. The Budget and Control Board has a wide range of important responsibilities relating to postsecondary educational institutions.

The Commission on Higher Education was established by the General Assembly in 1967 as the State coordinating agency in higher education. The Commission studies, plans, and recommends to accomplish its purpose. It is a coordinating body which has authority to approve and recommend termination of programs subject to review by the General Assembly, but otherwise the Commission must rely on persuasion to gain cooperation and support. The Commission includes eighteen members, three from each Congressional District who are appointed by the Governor with the consent of the majority of the members of the General Assembly from the district.

South Carolina has a total of 63 degree-granting postsecondary educational institutions. These include 30 private two- and four-year institutions, and 33 public colleges and universities. The 33 public colleges and universities consist of three general types of institutions:

1. Universities, providing degree programs through the doctorate, emphasizing graduate and professional programs specific to each. The three universities are:

Clemson University
 Medical University of South Carolina
 University of South Carolina-Columbia

2. Senior Colleges, emphasizing undergraduate instruction but also offering master's level programs as are appropriate in specific instances. There are nine public senior colleges:

The Citadel
 College of Charleston
 Francis Marion College
 South Carolina State College
 Winthrop College

Lander College
 USC-Aiken
 USC-Coastal Carolina
 USC-Spartanburg

The first five colleges listed above offer degree programs through the master's level. The last four listed offer programs through the baccalaureate degree.

3. Two-Year Colleges, offering programs through the associate degree level tailored to the specific needs of local communities. There are 21 two-year colleges, consisting of five two-year campuses of the University of South Carolina and 16 technical colleges governed by the State Board for Technical and Comprehensive Education.

The five USC two-year campuses are:

- USC-Beaufort
- USC-Lancaster
- USC-Salkehatchie
- USC-Sumter
- USC-Union

The 16 technical colleges are:

- Aiken Technical College
- Beaufort Technical College
- Chesterfield-Marlboro Technical College
- Denmark Technical College
- Florence-Darlington Technical College
- Greenville Technical College
- Horry-Georgetown Technical College
- Midlands Technical College
- Orangeburg-Calhoun Technical College
- Piedmont Technical College
- Spartanburg Technical College
- Sumter Area Technical College
- Tri-County Technical College
- Trident Technical College
- Williamsburg Technical College
- York Technical College

The missions of South Carolina public colleges and universities are discussed in Chapter III and are set forth in detail in Appendix G^a.

III. MISSIONS OF PUBLIC COLLEGES AND UNIVERSITIES IN SOUTH CAROLINA

OVERVIEW

Beginning with the founding of the University of South Carolina in 1801, the State system of higher education grew modestly for the next century. By 1924, the State system included six institutions -- one university, a medical school, and four colleges, all of which served distinct purposes. Those six institutions have evolved into three universities and three colleges: the University of South Carolina, Clemson University, the Medical University of South Carolina, The Citadel, South Carolina State College, and Winthrop College. Although enrollments in these institutions grew, and programs were adapted to changing needs of society, no new public institutions or systems were created for the next several decades. In the early 1960's the number of institutions in the public sector began to increase, first with the establishment of two-year regional campuses of the University of South Carolina. A system of two-year technical education centers was begun in 1962, and now consists of 16 institutions offering programs up to and including the associate degree in a variety of fields.

Expansion of institutions and service has been especially marked in the public sector during the past decade. Beginning in 1970, six new four-year colleges have been added to the system. The College of Charleston (1970) and Lander College (1973) became public institutions, and Francis Marion College (1970) grew out of a two-year branch of the University of South Carolina. Three U.S.C. campuses have become four-year institutions -- Coastal Carolina (1975), Spartanburg (1975), and Aiken (1976).

The Commission on Higher Education, the State agency charged with the responsibility for coordination and planning in higher education, was created in 1967.

Stated in broadest terms, the mission of any university is to provide undergraduate teaching, graduate instruction and research, and programs of public service. The missions of the three public universities in South Carolina are defined in these terms.

The public senior colleges offer a reasonable spectrum of undergraduate degree programs, as appropriate for the State and for the geographic area served by each. All but one of the six State colleges also offer some graduate programs at the master's degree level, primarily to serve continuing education needs of teachers and employees of local business and industry. The senior college campuses of the University of South Carolina offer programs through the baccalaureate degree level.

The principal mission of the 16 two-year technical institutions is to provide training through the associate degree in a variety of programs for immediate job entry or for upgrading skills of those already employed. The five two-year campuses of U.S.C. focus on providing the first two years of general education adaptable to most baccalaureate degree programs, but currently provide some occupationally oriented programs as well.

GEOGRAPHIC AREAS SERVED BY THE INSTITUTIONS

The public colleges and universities with residential facilities serve the entire State. These include Clemson University, College of Charleston, Francis Marion College, Lander College, Medical University of South Carolina, South Carolina State College, The Citadel, USC-Columbia, and Winthrop College.

Figure 1 shows the South Carolina counties providing over 75% of the entering undergraduates at the University of South Carolina regional campuses. The service areas approved for technical colleges by the State Board for Technical and Comprehensive Education are shown in Figure 2. These areas reflect the provision of financial support by the counties as well as the counties providing the majority of the students. All public two-year colleges, with the exception of Denmark Technical College, are commuter institutions. Denmark Technical College has residential facilities; consequently, in addition to serving primarily the lower Savannah region of the State, the institution also serves the remainder of the State.

MISSIONS OF PUBLIC COLLEGES AND UNIVERSITIES

PUBLIC UNIVERSITIES

Clemson University and the University of South Carolina-Columbia are major universities offering programs through the doctoral degree. Each emphasizes programs of graduate instruction and research, building on existing strengths, and Statewide programs of public service consistent with those strengths.

The major emphasis of Clemson University is on the sciences, engineering, and technology, with programs in supporting areas as necessary to fulfill that mission. Clemson offers the only programs leading to the baccalaureate and higher degrees in the State in agriculture, architecture, forestry, textiles, and some specialties in engineering. Clemson's role as a land-grant university carries with it not only continuing responsibility for operation of the agricultural experiment stations and the cooperative extension service but for some agriculturally related State regulatory functions as well.

FIGURE 1

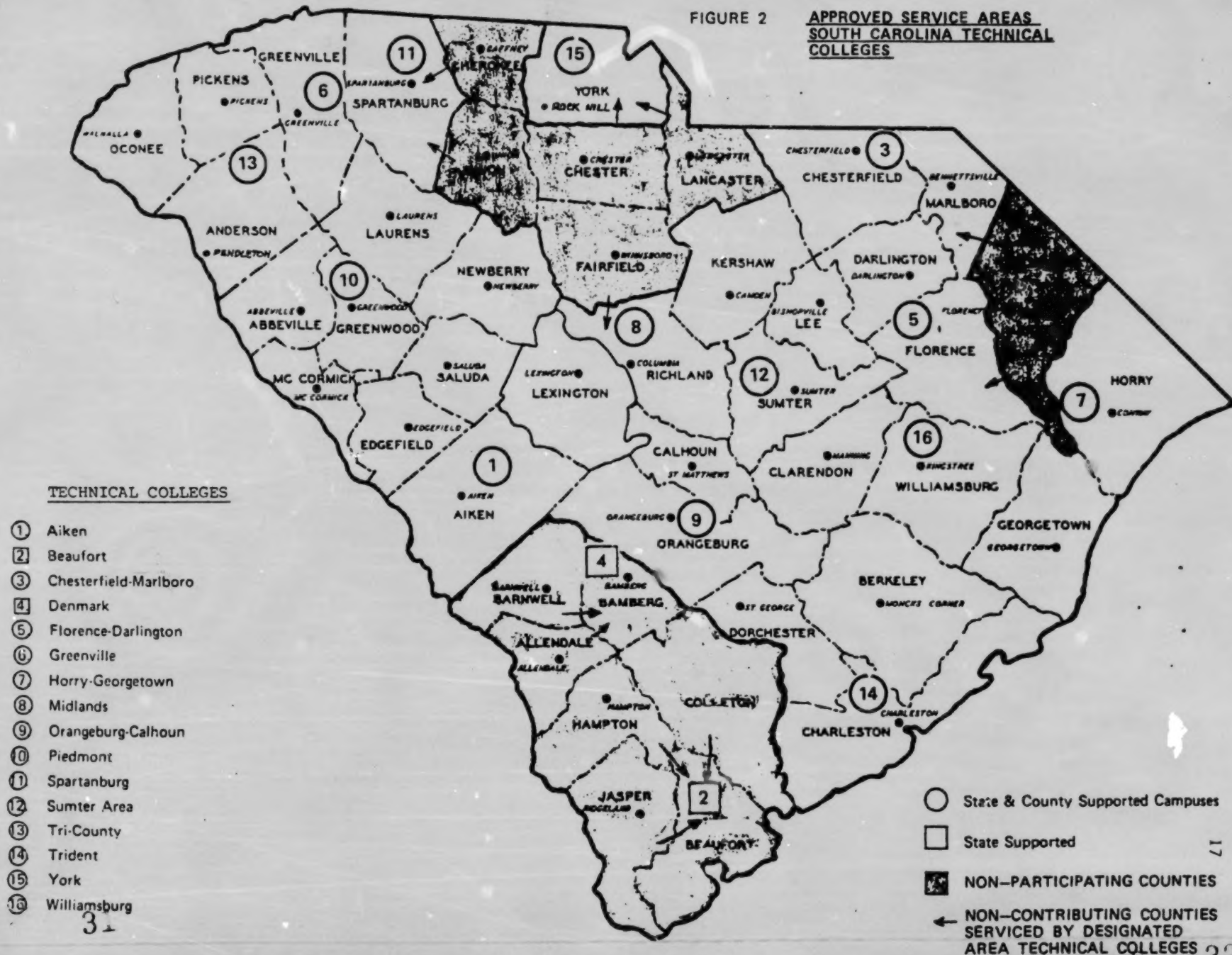
S.C. COUNTIES PROVIDING MORE THAN
75% FIRST-TIME UNDERGRADUATES
FALL, 1980, U.S.C. COMMUTER INSTITUTIONS



1. U.S.C.-AIKEN
2. U.S.C.-COASTAL
3. U.S.C.-SPARTANBURG
4. U.S.C.-BEAUFORT
5. U.S.C.-LANCASTER
6. U.S.C.-SALKEHATCHIE
7. U.S.C.-SUMTER
8. U.S.C.-UNION

FIGURE 2

APPROVED SERVICE AREAS
SOUTH CAROLINA TECHNICAL
COLLEGES



The University of South Carolina-Columbia has as its major emphasis the arts and sciences and professional programs in business, law, and education. In order to meet its commitment to research and public service activities, the University of South Carolina maintains a number of institutes to focus University resources on specific problems in commerce and government. The USC-Columbia School of Medicine places major emphasis on the training of primary care physicians; and participates in specialty training programs, graduate biomedical degree programs, residency programs, and biomedical research programs coordinated with corresponding programs at the Medical University.

The Medical University of South Carolina is an academic health care center, and serves as the major State resource for educational programs, research, and public service in health-related areas. The development of new specialty training programs, residency programs, and biomedical research programs will be coordinated with the School of Medicine at USC-Columbia.

PUBLIC SENIOR COLLEGES

The major emphasis of the College of Charleston is on its undergraduate teaching mission. New master's level programs will be coordinated with other institutions in the Charleston area.

The major emphasis of Francis Marion College is on undergraduate instruction, offering master's level programs as need is demonstrated for continuing education primarily for employed professionals in the area.

Lander College places major emphasis on undergraduate instruction.

South Carolina State College places major emphasis on undergraduate instruction, offering master's level programs as need is demonstrated.

South Carolina State is also a land-grant college and in that role provides extension services and research aimed at improving the quality of life for rural South Carolinians. As an enhancement measure South Carolina State College will offer the Ed.D. in Educational Administration beginning Fall, 1983.

The Citadel requires that almost all undergraduate students be enrolled in the Corps of Cadets, subject to military discipline and enrolled in programs of study which may qualify them for commissions in the active or reserve armed forces. Graduate and evening college programs serve in-service training needs in the Low Country. New programs will be operated jointly with other institutions, where feasible, in the Charleston area.

Winthrop College is a comprehensive senior college offering programs through the master's level.

USC-Aiken, USC-Coastal Carolina, and USC-Spartanburg are baccalaureate-level institutions created to serve the areas in which they are located. Each offers baccalaureate degree programs common to most senior colleges. These institutions serve as commuter colleges (i.e., without dormitories) with undergraduate programs designed specifically to serve the needs of residents of their areas and surrounding counties. No locally based graduate programs or courses are authorized.

PUBLIC TWO-YEAR COLLEGES

The USC System includes five two-year campuses, at Allendale, Beaufort, Lancaster, Sumter, and Union, attended by commuting students. Each campus offers programs leading to the Associate in Arts (A.A.) and Associate in Science (A.S.) degrees, transferable to senior institutions. In some cases, terminal associate degrees in vocational fields are also provided. These institutions are commuter institutions with no provision for college-owned housing for students.

A system of 16 technical colleges for commuting students is operated by the State Board for Technical and Comprehensive Education. Each has as its major mission the provision of occupational and technical education to meet current and projected demands of business, industry, and agriculture in the State. Training programs, some leading to the two-year associate degree and others of shorter duration, are offered in all fields of technology with programs at each college tailored to meet the needs of its service areas. Six of these institutions are also authorized to offer the Associate in Arts and Associate in Science degrees, as "college parallel" programs.*

Detailed statements of mission for each of these institutions are included in Appendix G.

PROJECTIONS OF ENROLLMENTS (1981-82 THROUGH 1985-86)

As requested by the U. S. Department of Education in its May 4, 1981, response to the S. C. Plan, a set of projections of enrollments at institutions to be addressed in the Plan (in more detail than suggested in I.A.3 of the Criteria) was prepared and submitted to the U. S. Department of Education on May 16, 1981. These projections were made using a detailed age-ratio technique. For each category of enrollment at a given institution (e.g., black men enrolled part-time as undergraduate students), the ratio of the State's population of black men 18 through 24 years old in that year was calculated for each of the five years 1976 through 1980. The average yearly differential in this ratio was calculated and projected ratios were applied to the projected subset of the population statewide to produce a projected subset of enrollment at that institution. The projection of the enrollment at each

*A.A. and A.S. degrees are offered in the technical colleges in Charleston, Cheraw, Columbia, Greenville, Pendleton, and Rock Hill.

institution results from an addition of all of the projected subsets of enrollments made separately by enrollment status, race, sex, and enrollment level.

Age groups of the statewide population used for this purpose were:

- a) for all undergraduate students, 18 through 24 years;
- b) for all graduate students, 25 through 34 years; and
- c) for all students at Denmark Technical College, 18 through 35 years.

These are the same age groups which were used in the Commission on Higher Education's most recent statewide projections (Master Plan, December, 1979).

The procedure should yield more realistic results for institutions which attract students from a statewide pool (e.g., those with college-owned housing for a substantial fraction of the students being served). For commuter institutions drawing on a more limited geographic area, the projections will be subject to error to the extent that the subsets of the population in that area are changing in different ways compared to the same subset of the population statewide; projections of subsets of the population by county are not available.

The projections described above were made by the Division of Research and Statistical Services of the South Carolina Budget and Control Board. Projections of subsets of the statewide population were also made by the Division of Research and Statistical Services, adjusting for results of the 1980 census as well as the incomplete nature of those census data permitted. Data on subsets of enrollment as reported regularly by the institutions were furnished by the Commission on Higher Education.

After reviewing the May 16, 1981, submission, the U. S. Department of Education requested that enrollment projections be expanded to include total

enrollment at each institution, by year, including Denmark Technical College and S. C. State College. This information is provided in Tables 1 and 2.*

These projections represent the State's best estimate of the changes in patterns which are expected to occur as a result of activities proposed in the section of the Plan on increasing minority student enrollments.

Projections of opening fall enrollment by the statistical method described on page 21 for the USC Two-Year campuses and the forecasts of enrollment developed by the State Board for Technical and Comprehensive Education for the technical education system are given in Table 3. The total enrollment numbers have not been adjusted to reflect administrative decisions that have been or will be made by governing boards of the institutions to limit enrollment due to such factors as classroom space or dormitory limitations.

These projections are indications of the black student enrollment that are likely to occur in the absence of any substantive new recruitment and/or retention efforts of institutions. Changes in pattern which are expected to occur as a result of activities proposed in the sections of the Plan on increasing minority students are reported in that section.

*Tables 1 and 2 represent an expansion of the table that appeared on page 28 of the March 9, 1981, S. C. Plan.

TABLE 1
PROJECTED OPENING FALL ENROLLMENT BY INSTITUTION
SOUTH CAROLINA SENIOR COLLEGES AND UNIVERSITIES*
(Fall 1981 Through Fall 1985)

Institution	1979 Actual			1981			1982			1983			1984			1985		
	No. Blk	% Blk	Total	No. Blk	% Blk	Total	No. Blk	% Blk	Total	No. Blk	% Blk	Total	No. Blk	% Blk	Total	No. Blk	% Blk	Total
Clemson University	337	2.9	11,558	309	2.8	11,020	368	3.3	11,165	462	4.1	11,280	570	5.0	11,405	703	6.1	11,530
College of Charleston	280	5.6	5,033	321	6.0	5,357	390	7.0	5,578	458	8.0	5,725	526	9.0	5,848	559	9.5	5,888
Francis Marion College	434	15.5	2,795	412	14.0	2,942	453	15.0	3,021	506	17.0	2,974	553	19.0	2,908	560	20.0	2,799
Lander College	254	15.0	1,696	265	15.0	1,765	269	15.1	1,780	279	15.5	1,800	291	16.0	1,820	295	16.1	1,835
Medical University of S.C.	114	4.6	2,490	118	4.7	2,517	122	4.8	2,535	128	5.0	2,555	133	5.2	2,560	141	5.5	2,568
The Citadel	222	6.8	3,277	224	6.3	3,561	284	7.9	3,596	349	9.6	3,637	410	11.2	3,660	462	12.5	3,699
USC-Aiken	244	14.6	1,674	285	15.1	1,890	302	15.2	1,984	319	15.3	2,084	337	15.4	2,188	356	15.5	2,297
USC-Coastal Carolina	153	7.4	2,081	168	7.5	2,243	179	7.6	2,355	190	7.7	2,472	202	7.8	2,596	215	7.9	2,726
USC-Columbia	3,070	11.8	26,006	3,795	14.6	25,990	3,950	15.2	25,990	4,028	15.5	25,990	4,210	16.2	25,990	4,314	16.6	25,990
USC-Spartanburg	250	10.3	2,424	219	8.4	2,608	232	8.5	2,738	247	8.6	2,875	262	8.7	3,019	279	8.8	3,170
Winthrop	703	14.1	4,979	776	15.1	5,141	808	15.4	5,244	845	15.8	5,348	889	16.3	5,455	940	16.9	5,565
Total	6,061	9.5	66,013	6,892	10.6	65,034	7,457	11.3	65,986	7,811	11.7	66,740	8,383	12.4	67,449	8,824	13.0	68,067

*These projections reflect the anticipated results of the new recruitment and retention efforts to be undertaken by the respective institutions.

TABLE 2

S.C. STATE COLLEGE AND DENMARK TECHNICAL
COLLEGE HEADCOUNT ENROLLMENTS, FALL 1979, and
PROJECTED THROUGH FALL 1985

<u>Institutions</u>	1979 Actual	1981	1982	1983	1984	1985
S.C. State College	3,585	3,750	3,800	3,842	3,877	3,911
Denmark Technical College *	586	753	922	1,065	1,142	1,198

* Projected Annual Headcount Enrollment in programs to be enhanced at Denmark Technical College are included in FY 82 - FY 85 totals. These projections are subject to the conditions as stated on page 35A.

TABLE 3

Projected Opening Fall Headcount Enrollment by Institution
 USC Two-Year Campuses, Denmark Technical College, and
 The Technical Education System*
 (Fall 1981 Through Fall 1985)

Institution	Fall 1980 (Actual)		Fall 1981		Fall 1982		Fall 1983		Fall 1984		Fall 1985	
	Total	% Black	Total	% Black	Total	% Black	Total	% Black	Total	% Black	Total	% Black
USC-Beaufort	672	20.4	740	19.9	810	19.6	880	19.4	950	19.1	1,010	19.0
USC-Lancaster	742	14.8	750	14.9	760	14.8	760	14.9	770	15.0	780	14.9
USC-Salkehatchie	479	19.0	510	18.6	530	18.2	560	17.9	580	17.5	610	17.2
USC-Sumter	1,089	17.4	1,210	17.3	1,330	17.1	1,450	17.0	1,560	16.9	1,670	16.8
USC-Union	290	26.2	290	27.6	290	28.4	290	30.0	300	31.9	300	33.4
TEC System**	36,825	30.4	37,934	30.4	39,072	30.4	40,243	30.4	41,451	30.4	42,695	30.7

*Projections are in the absence of any substantive new recruitment and/or retention efforts by institutions.

**Projection Methodology: The TEC System five year estimate of Fall system enrollments is based upon a growth rate of 3% per year. This rate is less than the growth trend in statewide enrollments from Fall 1976 to Fall 1980. The growth rate from Fall 1979 to Fall 1980 was 5.5%. From the estimated Fall totals numbers were distributed among full-time, racial and sex categories by using a weighted ratio derived from the past three year distributions.

Source: Division of Research and Statistical Services, S. C. Budget and Control Board.

PROJECTIONS OF FACULTY AND ADMINISTRATORS EMPLOYED (1981-82 THROUGH 1985-86)

Tables 4 and 5 show projected numbers of personnel employed in South Carolina public colleges and universities from Fall 1981 through Fall 1985 in the Executive/Administrative/Managerial, faculty, and professional non-faculty EEO-6 categories only. Projections were developed at the institutional level for senior colleges and universities (including the two-year campuses of the University of South Carolina) and by the State Board for Technical and Comprehensive Education for Denmark Technical College and the technical education system.

While these projections are based upon an acceptable statistical method, it must be noted that their level of accuracy is dependent upon the assumption that the historical trends in the enrollment by college students in South Carolina will continue over the next five years. Future events (i.e. declining enrollment, federal cut backs in scholarship and loan programs, etc.) may significantly impact the accuracy of these projections.

TABLE 4

Projected Numbers of Executive/Administrative/Managerial,
Faculty, and Professional Non-Faculty at South Carolina
Public Senior Colleges and Universities*
(Fall 1981 Through Fall 1985)

Institution	Fall 1981	Fall 1982	Fall 1983	Fall 1984	Fall 1985
Clemson University	1,203	1,177	1,189	1,207	1,219
College of Charleston	343	343	343	343	343
Francis Marion College	125	126	127	129	130
Lander College	115	116	116	119	124
Medical University of S.C.	859	861	863	861	863
S.C. State College	671	683	689	695	698
The Citadel	224	224	224	224	224
USC-Aiken	78	79	79	79	79
USC-Coastal Carolina	109	112	113	114	114
USC-Columbia	1,254	1,289	1,321	1,351	1,380
USC-Spartanburg	103	104	105	105	105
Winthrop College	279	285	294	296	295

*Projections made by institutions.

TABLE 5

Projected Numbers of Executive/Administrative/Managerial,
Faculty, and Professional Non-Faculty at Two-Year USC Campuses,
Denmark Technical College, and the Technical Education System*
(Fall 1981 Through Fall 1985)

Institution	Fall 1981	Fall 1982	Fall 1983	Fall 1984	Fall 1985
USC-Beaufort	22	23	23	23	23
USC-Lancaster	31	31	31	31	31
USC-Salkehatchie	18	18	18	18	18
USC-Sumter	37	37	37	37	37
USC-Union	15	17	17	17	17
Denmark Technical College	41	45	45	45	45
Technical Education System	1,375	1,385	1,394	1,406	1,418

*Projections made by institutions.

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IV. EQUITY AND EQUAL OPPORTUNITY IN
SOUTH CAROLINA PUBLIC COLLEGES AND UNIVERSITIES

INTRODUCTION

The January 7, 1981, letter from the U. S. Department of Education to Governor Riley cited South Carolina as not being in compliance with Title VI of the Civil Rights Act of 1964 in five areas, as follows:

1. Racial identifiability of governing boards of public colleges and universities.
2. Racial identifiability based on student headcount enrollment at the traditionally white senior colleges and universities, at South Carolina State College, and at Denmark Technical College.
3. Racial identifiability based on faculty and administrators employed at the traditionally white institutions, at South Carolina State College, and at Denmark Technical College.
4. Duplication of programs among South Carolina State College and traditionally white institutions with "similar missions and overlapping service areas."
5. Inequities in resource allocations between the traditionally white institutions and South Carolina State College, with reference to disparities in the number of career-oriented degree programs and in faculty salaries.

Each of the above listed areas is addressed in the pages that follow.

REPRESENTATION OF BLACKS ON BOARDS OF TRUSTEES
OF PUBLIC COLLEGES AND UNIVERSITIES

CURRENT COMPOSITION OF GOVERNING BOARDS

Public postsecondary educational institutions in South Carolina are governed by eight separate governing boards: single institution boards for Clemson University, the University of South Carolina, the Medical University of South Carolina, South Carolina State College, The Citadel, and Winthrop College; the State College Board for the College of Charleston, Francis Marion College, and Lander College; and the State Board for Technical and Comprehensive Education that governs the 16 technical colleges.

The composition and size of each board is determined by the General Assembly. The total membership includes 72 elected by the General Assembly in Joint Session, 19 State officials serving ex-officio, eight appointed by the Governor, seven self-perpetuating, and five selected by alumni of the institutions.

Members elected by the General Assembly are identified through a process enacted by the 1975 General Assembly. Act No. 119 (Appendix H) provides for the establishment of the "Committee to Review Candidates for Offices Selected by the General Assembly." This committee announces vacancies for boards of trustees by posting the announcement on the press wall of the State House and by press releases to newspapers in the affected area (i.e., Judicial Circuit or Congressional District). The Committee informally contacts the president of the affected institution to determine if he is aware of possible candidates.

Persons expressing an interest are forwarded a copy of the Legislative Screening Committee Personal Data Questionnaire (Appendix I) and information regarding campaign practices which apply to applicants for boards of trustees (Appendix J).

The Committee then certifies those applicants it deems eligible to serve and if such applicants are nominated from the floor of the General Assembly by a member, they become candidates for the position sought and are voted upon by the General Assembly in Joint Session.

The composition of each governing board is as follows:

Clemson University - Seven life members and their successors; six members elected by the General Assembly.

University of South Carolina - 16 members elected by the General Assembly, one from each Judicial Circuit; four members ex-officio (The Governor; State Superintendant of Education; Chairman, Senate Education Committee; Chairman, House Education and Public Works Committee).

South Carolina State College - Eight members elected by the General Assembly; one member ex-officio (The Governor).

The Citadel - Seven members elected by the General Assembly: three members elected by alumni; five members ex-officio (The Governor; the Adjutant General; State Superintendant of Education; Chairman, Senate General Committee; and Chairman, House Medical, Military, Public and Municipal Affairs Committee).

Winthrop College - Seven members elected by the General Assembly; two members elected by alumni; four members ex-officio (The Governor; State Superintendant of Education; Chairman, Senate Education Committee; Chairman, House Education and Public Works Committee).

State College Board - 16 members elected by the General Assembly, one from each Judicial Circuit.

State Board for Technical and Comprehensive Education^{*} - Eight members appointed by the Governor (one from each Congressional District appointed with the consent of the majority of the members of the General Assembly from the district; two Statewide); two members ex-officio (State Superintendant of Education; Executive Director, State Development Board).

* See page 68 for current composition of the State Board for Technical and Comprehensive Education and the South Carolina Commission on Higher Education.

INCREASED BLACK REPRESENTATION ON GOVERNING BOARDS

Goal: *to increase the number of black persons on the governing boards of public colleges and universities.*

The State sets as a goal increasing the number of black persons appointed to governing boards of public higher education institutions in the State. Legislation on this subject will be introduced during the 1982 session of the General Assembly. It is expected that such legislation will be enacted during the 1982 Legislative Year.

Because of the legal constraints in the will of Thomas Clemson, there could be a delay in implementing changes in the manner in which the Clemson University Board is selected.

An illustrative proposal developed during the preparation of the Plan is contained in Appendix K. As soon as legislation is introduced on this matter in the South Carolina General Assembly, a copy will be forwarded to the U. S. Department of Education.

The State Board for Technical and Comprehensive Education and the S. C. Commission on Higher Education are the only state level higher education entities. The State commits to achieve equitable minority representation on its higher education boards and commissions where it does not exist and to maintain equitable minority representation where it does exist.

INCREASE IN MINORITY STUDENT ENROLLMENT IN PUBLIC SENIOR COLLEGES AND UNIVERSITIES

For over a decade South Carolina public institutions have put forth considerable effort to increase their minority student enrollments. As is stated in the January 7, 1981, letter to the Governor, "Student enrollment at the two-year institutions in the system, with the exception of Denmark Technical Education Center, generally does not reflect the former segregation in the South Carolina system of higher education." However, the public senior institutions and Denmark Technical College were cited in the January 7 letter as being "racially identifiable" based on student headcount enrollment.

The South Carolina Master Plan for Higher Education addresses this problem by recommending that "each public postsecondary institution increase its efforts to recruit students who are in a racial minority on that campus." In developing this Plan the State system as a whole, the individual senior colleges and universities, and the State Board for Technical and Comprehensive Education for Denmark Technical College, have responded specifically with suggested means of accelerating and intensifying efforts to increase minority enrollment and retention. The approaches to be used in a good faith effort to increase minority enrollment during the life of this Plan, follow.

UNDERGRADUATE STUDENTS

Goal (1): to increase the proportion of black high school graduates entering two-year and four-year undergraduate public higher education institutions in the State system.

During 1979, 37,527 students graduated from South Carolina public schools and 2,559 students graduated from private and denominational schools in the State. The best estimate is that of the 40,086 students that graduated from

South Carolina high schools in 1979, 15,074 were black and 25,012 were white. Consequently, approximately 38% of 1979 South Carolina high school graduates were black and approximately 62% were white.

During the Fall of 1979 there were 7,135 blacks and 19,183 whites who entered the State system for the first time (total 26,318). Consequently, in Fall, 1979, 27% of the students entering the State system for the first time were black and 73% were white. Data are not available on the number of South Carolina high school graduates who enter the State system during the year of their graduation from high school.

Beginning in the summer of 1981, and annually during the life of this Plan, data by race will be obtained on high school graduating seniors. Data will continue to be obtained in October of each year on South Carolina residents who are enrolled for the first time in the State system. In November, 1981, and in each November during the life of the Plan, data by race on South Carolina residents who enter the State system for the first time will be analyzed. In 1982, and in each succeeding year during the life of the Plan, such data will be reported to the U. S. Department of Education with the understanding that this reporting process is voluntary and does not constitute or imply any authority of the U. S. Department of Education to either approve or disapprove of such action.

The State of South Carolina sets as a goal during the life of the Plan to increase annually the proportion of black high school graduates throughout the State who enter two-year and four-year undergraduate public higher education institutions in the State until the proportion of blacks at least equals the proportion of whites who enter such institutions by the end of the Plan. In January, 1982, interim benchmarks for achieving this goal will be set. The following activities have been scheduled to enable the establishment of annual goals for increasing the proportion of black high school graduates who enter two-and four-year undergraduate public higher education institutions:

1. July of 1981 and Annually: Collect and analyze data by race on high school seniors.
2. October of 1981 and Annually: Collect data by race on S. C. residents who enter State system for the first time.
3. November of 1981 and Annually: Analyze data on S. C. residents entering the State system for the first time.
4. January 1982: Set benchmarks for increasing annually the proportion of S. C. black high school graduates that enter the two-year and four-year undergraduate public institutions with a goal to have the proportion of blacks equal the proportion of whites by Fall 1985.
5. August 1982 and Annually: Report on progress toward achieving this goal to CHE, the Governor, institutions, and the U. S. Department of Education.

The State will continue its efforts to obtain more accurate data on South Carolina high school graduates, by race, and first-time entering students who are South Carolina residents, by race, in order to effectively evaluate progress toward meeting this goal.

Goal (2): *to increase the proportion of black students in the traditionally white four-year undergraduate public higher education institutions in the State system.*

Black undergraduates enrolled in traditionally white public four-year higher education institution in the State system taken as a whole have increased in each of the past three years. Table 6 shows the number of black students, the number of white students, and the percentage of black students enrolled as undergraduates in all such institutions during Fall, 1978, 1979, and 1980.

TABLE 6

TOTAL ENROLLMENT BY RACE AND PERCENT BLACK FOR TRADITIONALLY WHITE
FOUR-YEAR UNDERGRADUATE PUBLIC HIGHER EDUCATION INSTITUTIONS
(Fall 1978, Fall 1979, and Fall 1980)

Fall 1978			Fall 1979			Fall 1980		
Black	White	% Black	Black	White	% Black	Black	White	% Black
4,407	43,755	9.2	4,832	45,456	9.6	5,092	46,426	9.9

The black undergraduate enrollment in certain of the traditionally white four-year public institutions has not shown an annual increase during this three-year period but the variations have been moderate.

The State of South Carolina sets as a goal to increase annually during the life of this Plan, the proportion of black students in traditionally white four-year undergraduate public higher education institutions in the State system taken as a whole and in each such institution. Table 7 provides the preliminary forecasts of individual institutions in order for them to attain this goal.

Goal (3): *to reduce the disparity between the proportion of black high school graduates and the proportion of white high school graduates entering traditionally white undergraduate public higher education institutions in the State system.*

In Fall, 1979, traditionally white four-year undergraduate public higher education institutions in South Carolina enrolled approximately 6% of the black 1979 and 38% of the white 1979 high school graduates. This represents a disparity of 32% in the 1979 black high school graduates admitted to such colleges.

The best estimate is that of the 37,958 students who will graduate from South Carolina high schools in 1985, approximately 14,505 will be black and 23,453 will be white. The State of South Carolina sets as a goal and will make

TABLE 7

TRADITIONALLY WHITE FOUR-YEAR UNDERGRADUATE PUBLIC INSTITUTIONS' PRELIMINARY FORECASTS OF
PERCENTAGES OF UNDERGRADUATE BLACK STUDENT OPENING FALL ENROLLMENTS*

Institution	1981	1982	1983	1984	1985
Clemson University	2.8	3.3	4.1	5.0	6.1
College of Charleston	6.0	7.0	8.0	9.0	9.5
Francis Marion College	14.0	15.0	17.0	19.0	20.0
Lander College	15.0	15.1	15.5	16.0	16.1
M.U.S.C.	3.5	4.2	5.0	5.2	5.5
The Citadel	6.3	7.9	9.6	11.2	12.5
U.S.C.-Aiken	15.1	15.2	15.3	15.4	15.5
U.S.C.-Coastal	7.5	7.6	7.7	7.8	7.9
U.S.C.-Columbia	14.6	15.2	16.6	15.9	16.2
U.S.C.-Spartanburg	8.4	8.5	8.6	8.7	8.8
Winthrop College	15.1	15.4	15.8	16.3	16.9

*These forecasts reflect the projected results of the new recruitment and retention efforts to be undertaken by the respective institutions.

a good faith effort to enroll 2,295 black high school graduates in the traditionally white four-year and upper division undergraduate public higher education institutions in the State system by the Fall of 1985. This equates to a 150% numerical increase over the number of black high school graduates enrolled in the fall of 1979.

The traditionally white four-year institutions in the State have agreed to make an effort to enroll, by Fall, 1985, black high school graduates as set forth in Table 8.

Goal (4): to reduce the disparity between the proportion of black and white students completing and graduating from two-year and four-year public institutions of higher education.

The State of South Carolina sets as a goal reducing the disparity, if any, between the proportion of black and white students completing and graduating from two-year and four-year public institutions of higher education.

Currently data are not available for detailed analysis of the proportion of black and white students completing and graduating from such institutions; consequently, interim goals cannot be set at this time. During 1981, the Commission on Higher Education, in cooperation with the public institutions of higher education, will conduct an analysis of the undergraduate enrollments and baccalaureate graduates, and enrollments/baccalaureate graduates ratios so as to determine if a disparity exists between the proportion of black and white students completing and graduating from such institutions. By January, 1982, the Commission will determine if a disparity exists, and if necessary, interim benchmarks for reducing the disparity during the life of this Plan will be set and measures to be undertaken in the efforts to accomplish these goals will be established.

Goal (5): to increase the proportion of white students attending South Carolina State College and Denmark Technical College.

TABLE 8

NUMBER AND PERCENT OF BLACK HIGH SCHOOL GRADUATES ENTERING TRADITIONALLY WHITE
FOUR-YEAR PUBLIC INSTITUTIONS, FALL 1979, AND PROJECTED THROUGH FALL 1985*

Institution	(Actual) 1979		1981		1982		1983		1984		1985 Range			
	No.	%	No.	%	No.	%	No.	%	No.	%	Minimum No.	%	Maximum No.	%
Clemson University	48	2.4	110	5.5	140	7.0	180	9.0	220	11.0	265	13.3	440	22.0
College of Charleston	49	5.7	62	6.8	82	8.7	106	11.3	129	13.6	149	17.5	188	22.0
Francis Marion College	70	13.4	75	7.0	85	13.0	97	14.0	120	23.0	115	22.0	147	28.2
Lander College	47	11.6	60	15.0	75	19.0	85	21.0	95	24.0	89	22.0	104	25.7
The Citadel	23	3.3	50	6.3	63	7.9	76	9.6	89	11.2	100	14.4	153	22.6
U.S.C.-Aiken	43	10.2	60	12.7	69	13.9	80	15.5	90	16.7	92	22.0	101	24.0
U.S.C.-Coastal Carolina	31	5.5	49	8.3	60	9.8	72	11.3	85	12.8	99	17.5	125	22.0
U.S.C.-Columbia	457	12.3	703	19.0	803	21.7	888	24.0	943	25.4	816	22.0	993	26.8
U.S.C.-Spartanburg	43	10.7	50	7.3	61	8.7	73	10.0	86	11.3	88	22.0	99	24.6
Winthrop College	<u>107</u>	11.7	143	2.9	150	4.9	165	10.0	192	16.5	201	22.0	238	26.0
TOTAL	918	-	1,362	-	1,588	-	1,822	-	2,049		2,295 **			

*These projections reflect the anticipated results of the new recruitment and retention efforts to be undertaken by the respective institutions.

**Minimum goal for the system (2,295) to be achieved by Fall 1985.

The State of South Carolina will make a good faith effort to increase the total proportion of white students attending its two traditionally black institutions, South Carolina State College and Denmark Technical College.

There was a significant increase in the white enrollment at South Carolina State College in Fall 1980 over Fall, 1978 and Fall, 1979. White students enrolled at South Carolina State College for the years 1978, 1979, and 1980, respectively, totalled 116, 101, and 210. South Carolina State College will undertake additional recruitment activities, during the life of this Plan, and will make a good faith effort to increase white student enrollment (See Appendix L).

Denmark Technical College has experienced considerable difficulty in increasing its white enrollment. White students enrolled at Denmark Technical College in 1978, 1979, and 1980, respectively, were 28, 37, and 34.

In order to increase the enrollment of white students, Denmark Technical College will establish a five-year recruitment/retention plan by May 1, 1981. This recruitment/retention plan will detail specific activities to be carried out by the institution within its three-county service area and Statewide to ensure the increased enrollment of white students. The recruitment/retention plan will provide activities to support the following strategies as well as other strategies that may be developed:

1. The use of enrolled white students in high school visitations and recruitment activities.
2. The development and use of a bi-racial recruitment staff.
3. The identification of service area and State business and industrial leaders who can assist in referring white students to the recruitment staff.

4. The identification of white students in area high schools who have career interests in the occupational curricula offered by Denmark Technical College.
5. The encouragement of increased visits to the College by prospective white students and their parents.
6. The encouragement of increased visits to the College by members of the white community in the service area.
7. The development of strong communications ties with area high school counselors to ensure the referral of white students.
8. The expansion of the institutional public information efforts to emphasize the educational opportunities for white students.
9. The identification of counseling services to ensure the retention of white students.
10. The assurance that there will be available at the institution extracurricular, cultural, and social activities that will appeal to white students.
11. The representation of white students on student committees.
12. The development of a system to ensure early identification of white students requiring academic counseling.

To support the five-year recruitment efforts, Denmark Technical College will employ a white admissions counselor who will function as a recruiter in the future bi-racial recruitment efforts of the College.

The first year estimated cost for the implementation of the five-year recruitment/retention plan is \$26,000. This figure includes the salary for a white admissions counselor, office supplies, and travel.

Efforts to recruit white students are on-going. Both South Carolina State College and Denmark Technical College participate with other post-secondary institutions in organized recruitment visits to high schools throughout the State. Further, each institution conducts extensive recruitment activities in its respective service areas. The enhancement activities at South Carolina State College and Denmark Technical College are the activities initiated to increase white student enrollment pending the implementation of other planned recruitment measures. Each of these institutions will submit updated recruitment plans to the Commission on Higher Education by July 15, 1981. These recruitment plans will include additional measures and activities which are designed to increase white student enrollment.

Numerical goals for increasing the white enrollment at South Carolina State College and Denmark Technical College will be not be set until 1984. The new recruitment and retention efforts, together with the measures set forth in this Plan for enhancing South Carolina State College and Denmark Technical College, reflect the institutions' and the State's commitments to this goal.

GRADUATE STUDENTS

Goal (1): to increase the proportion of black State residents who graduate from undergraduate institutions in the State system and enter graduate study of professional schools in the State system.

The State of South Carolina sets as a goal by the end of the life of the Plan to have the proportion of black State residents who graduate from undergraduate institutions in the State system and enter graduate study or professional schools in the State system be at least equal to the proportion of white residents who graduate from such institutions and enter graduate or professional schools in the State system.

Currently data are not available on residence, by state and race, of baccalaureate graduates who enter graduate or professional schools in the State system. During 1981, the Commission on Higher Education, in cooperation with public senior colleges and universities, will collect and evaluate data on bachelor's degrees awarded by race and state of residence and the number of such baccalaureate graduates that enter graduate study or professional schools in the State system, by major field. By January 1982, the Commission will determine if a disparity exists in the proportion of white and black baccalaureate graduates from institutions in the State system who enter graduate study or professional schools in the State system and, if necessary, interim benchmarks will be set and measures will be undertaken in an effort to achieve these goals.

During the Spring of 1981, traditionally white institutions in the State system offering graduate and professional programs will consider special recruitment efforts at South Carolina State College. Efforts will be made to increase black student enrollment and graduation from those traditionally white four-year undergraduate institutions which serve as feeder institutions for the graduate and professional schools.

Efforts will also be undertaken to secure funds from the South Carolina General Assembly to provide for a need-based or non-need-based graduate scholarship program which has as one of its goals the encouragement of "other race" State residents who graduate from undergraduate programs to enroll in South Carolina public graduate and professional schools in the programs where there are shortages (e.g., science, engineering, speech pathology and audiology, computer science, and agri-business). In the design of the scholarship program, strict eligibility criteria will be established (e.g., high class-standing, State residency, and a commitment to stay and work in South Carolina

for a specified period of time). Provisions will be made, where suitable, for scholarship recipients to serve as teaching or research assistants.

Data will be collected and evaluated each year during the life of this Plan in order to determine the progress of the State in responding to this goal.

Goal (2): to reduce the disparity, if any, between the proportion of black and white students graduating from graduate public institutions of higher education.

The State of South Carolina sets as a goal the reduction of any disparity between the proportion of black and white students completing and graduating from graduate public institutions of higher education.

Currently data are not available for detailed analysis of the proportion of black and white students graduating from such institutions. Consequently, interim benchmarks for measuring annual progress cannot be set at this time. As in the case of undergraduate institutions, during 1981 the Commission on Higher Education, in cooperation with the public graduate and professional schools, will conduct an analysis of graduate enrollments and graduates, and graduate enrollments/graduate ratios so as to determine if a disparity exists. By January 1982, the Commission will determine if a disparity exists and, if necessary, interim benchmarks for reducing the disparity during the life of the Plan will be set and measures to be undertaken in an effort to accomplish this goal will be selected.

The following activities are designed for meeting the State's commitment to this goal:

1. May-June 1981: Collect and analyze data on bachelor's degrees awarded in 1980, by race and state of residence and the number of such baccalaureate graduates that entered graduate study or professional schools in the State system, by major field.

2. May-June 1981: Traditionally white institutions in the State system offering graduate and professional programs will develop and implement special recruitment efforts at S. C. State College and recruit minorities from those traditionally white four-year undergraduate institutions which serve as feeder institutions to their graduate and professional programs.
3. May-June 1981: Recommend policy statement to guide the implementation of the graduate scholarship program described on pages 32 and 33 of the Plan.
4. October 1981: Repeat activity (1) above for 1981 baccalaureate graduates.
5. January 1982: Set interim benchmarks and measures for eliminating any disparities which exist during the life of this plan.
6. January 1982: Implement the graduate scholarship program described on pages 43 and 44 of the Plan.
7. August 1982 and Annually: Report on progress towards achieving this goal to CHE, the Governor, institutions, and the U. S. Department of Education.

By January, 1982, data will be available that will enable the State to determine goals by major graduate and professional fields of study, expressed in terms of State residents. This matter will be addressed at that time.

COMMITMENT OF THE STATE TO SPECIFIC MEASURES RELATIVE TO MINORITY STUDENT ENROLLMENT

The State of South Carolina is committed to the following specific measures for increasing minority undergraduate and graduate enrollments in public senior colleges and universities, and for increasing white enrollments at South Carolina State College and Denmark Technical College.

Expanding Mobility Between Two-Year and Four-Year Institutions

State policy, as reflected in the South Carolina Master Plan for Higher Education (1979), is that transfer policies should reflect a concern for the welfare of students, and should be aimed at eliminating educationally unnecessary barriers, if any, to the acceptance of legitimate course credits. The Master Plan includes a number of activities and recommendations to facilitate student transfer and to minimize loss of credit when such transfer takes place, (see pages 300 Through 303). The State is committed to removing educationally unnecessary barriers, if any, to transfer of credit.

Recruitment and Retention Measures

In developing this Plan a comprehensive list of activities for the recruitment and retention of minority students was prepared (see Appendix M). Each institution elected to engage in certain new activities, in addition to present activities, which it will undertake to meet its goals for minority (or other race) student enrollment, and estimated the additional annual costs, over and above current expenditures, for each new activity (see Appendix N)*.

The State and all signatories of this Plan pledge their efforts and those of their offices to secure from the South Carolina General Assembly and other sources the funds required to support these new activities.

* Pursuant to the request made by the U. S. Department of Education on June 8, 1981, by October 1, 1981, South Carolina will submit for each of its traditionally white senior public institutions a detailed description (including estimated cost and schedule) of student recruitment and retention measures designed to achieve the goal set forth in the Plan.

Measures to Increase the Pool of Black Potential College Students

In an effort to increase the pool of potential college students who graduate from South Carolina High Schools, the South Carolina State Department of Education will:

- a. carry out research to determine the percentages of black students and white students enrolled in programs which prepare students for admission to postsecondary degree programs;
- b. establish additional special programs to identify and counsel black secondary students with promise thereby increasing the pool of black students for possible recruitment by the colleges and universities;
- c. initiate additional programs to identify promising black students at junior high/middle and elementary school levels and to strengthen counseling in preparation of higher education and promising careers in South Carolina; and
- d. encourage and promote appropriate visits by school counselors to colleges and universities.

INCREASE IN MINORITY FACULTY AND ADMINISTRATORS IN
PUBLIC SENIOR COLLEGES AND UNIVERSITIES

The State of South Carolina sets the following goals for increasing minority faculty and administrators in public senior colleges and universities:

Goal (1): *to increase the proportion of black faculty and administrators at each institution, in positions not requiring the doctoral degree.*

Current utilization levels are not available for black faculty and administrative personnel in senior colleges and universities who are in positions that do not require the doctoral degree. Consequently, it is not possible at this time to determine the exact proportion of such black faculty and administrators and white faculty and administrators at each institution in the State system. In order to establish estimates for the purpose of setting benchmarks, faculty with the rank of instructor, and classified administrative and professional non-faculty positions (EEO-6 Classifications), have been tentatively classified as faculty and administrative positions at senior colleges and universities not requiring the doctoral degree. Using these definitions, the current utilization (as of October, 1980) of black faculty and administrators in each public senior college and university (including the two-year campuses of the University of South Carolina) is provided in Table 9.

Data providing an accurate assessment of blacks with required credentials for faculty and administrators not requiring the doctoral degree for the relevant labor market area of each institution are not available at this time. The State will use the percent of blacks graduating from the State system in a given year with master's degrees as the benchmark for this category of faculty personnel.

TABLE 9

PERCENT OF BLACKS IN POSITIONS AT THE MASTER'S DEGREE LEVEL
(October, 1980)

Institution	Faculty ¹			Administrative Staff ²			Totals		
	No. Black	% Black	Total	No. Black	% Black	Total	No. Black	% Black	Total
Clemson	4	4.2	95	101	14.5	695	105	13.3	791
College of Charleston	0	-	11	14	23.0	61	14	19.4	72
Francis Marion	1	4.5	22	14	53.8	26	15	31.3	48
Lander	0	-	8	2	5.1	30	2	4.2	48
M.U.S.C.	1	1.1	95	52	3.6	1,464	53	3.4	1,559
S.C. State College	52	91.2	57	77	89.5	86	129	90.2	143
The Citadel	0	-	2	0	-	56	0	-	58
USC (All Campuses)	13	7.6	172	32	6.5	489	45	6.8	658
Winthrop	1	3.2	31	5	9.1	55	5	5.8	86

¹ Includes only faculty with the rank of instructor at colleges and universities as reported in the October, 1980, EEO-6 Survey.

² Includes only classified administrators and professional non-faculty positions at colleges and universities as reported in the October, 1980, EEO-6 Survey.

In 1979, 11.9% of all persons graduating with master's degrees from public senior colleges and universities were black. Using this criterion, and if the data in Table IV yield reasonable estimates for black utilization levels in positions not requiring the doctoral degree, Lander College, MUSC, the USC system, and Winthrop College will need to establish activities in an effort to raise their utilization levels for blacks to 11.9%.

In order to develop accurate utilization levels for blacks in positions not requiring the doctoral degree, in October, 1981, each institution will submit to the South Carolina Commission on Higher Education results of a self-analysis to determine such utilization levels. During October, the Commission will determine the percent of blacks graduating from the State system in 1981 with master's degrees. Any institution for which the utilization level for blacks in positions not requiring the doctoral degree is less than the percent of blacks graduating from the State system in 1981, with master's degrees, will implement activities in an effort to raise such institutions to this percentage. This process will be repeated each October during the life of this Plan.

Goal (2): to increase the proportion of black faculty and administrators at each institution, in positions requiring doctoral degrees.

The State of South Carolina sets as a goal to have the proportion of black faculty and administrators at each institution, in positions requiring doctoral degrees, at least equal the proportion of black individuals in the relevant labor market area with credentials required for such positions.

Data are inadequate for providing an accurate assessment of blacks in the labor market with credentials for administrative and faculty positions requiring a doctorate. The State has determined that for such positions the national labor market is the most relevant. It has also been determined that the Colo-

rado Study with 1977 statistics, which reports data by field, is the most comprehensive data available. Using the Colorado data, each public senior college and university has tentatively established benchmarks for making efforts to achieve this goal. These benchmarks are provided in Tables 10 and 11.

In developing this Plan a comprehensive list of activities for the recruitment of minority faculty and administrators was prepared (see Appendix P). Each institution selected from this list the new activities, in addition to present activities, for recruitment of minority (or other race) faculty and administrators, and estimated the additional annual costs, over and above current expenditures, for each new activity (see Appendix Q).

Beginning in 1981, and in each year during the life of this Plan, the Commission on Higher Education will undertake to obtain current reliable data on the availability of black doctorates and blacks serving in positions requiring the doctorate. These data will be used to update benchmarks for adjusting the proportion of doctoral level black faculty and administrators

University of South Carolina Institutional Goals

Goals for the University of South Carolina - Columbia are provided in Table 10. The State uses the "Availability Data in Academic and Related Occupations, Second Edition", published by the University of Colorado at Boulder (Colorado Study) in establishing benchmarks for faculty and administrative positions requiring the doctoral degree. The size of the administrative staff at USC institutions other than USC - Columbia is so small, aggregation is required in order to establish goals and benchmarks using the procedures of the Colorado Study. Table 11 lists projections for each USC campus individually. This is possible because the faculty at each institution is large enough to accomplish this using the procedures of the Colorado Study.

TABLE 10

Projected Executive/Administrative/Managerial Personnel, By Race
(1981 Through 1985)

Institution	1981			1982			1983			1984			1985		
	No. Black	% Black	Total	No. Black	% Black	Total	No. Black	% Black	Total	No. Black	% Black	Total	No. Black	% Black	Total
Clemson University	13	3.8	241	13	6.4	202	14	6.9	203	14	6.9	204	15	7.3	206
College of Charleston	6	8.7	69	7	10.1	69	8	11.6	69	8	11.6	69	8	11.6	69
Francis Marion College	5	21.7	23	4	17.4	23	5	21.7	23	5	21.7	23	6	26.1	23
Lander College	0	-	22	0	-	22	1	4.5	22	1	4.5	22	1	4.3	23
MUSC	3	2.5	119	6	5.0	121	8	6.5	123	8	6.6	121	8	6.5	123
S. C. State College															
The Citadel	0	-	21	0	-	21	1	4.8	21	1	4.8	21	1	4.8	21
USC-Aiken	1	3.2	31	1	3.2	31	1	3.2	31	1	3.2	31	1	3.2	31
USC-Coastal Carolina															
USC-Spartanburg															
USC-Columbia	6	3.8	155	7	4.5	155	7	4.5	155	7	4.5	155	7	4.5	155
USC-Beaufort	2	7.7	26	2	7.7	26	2	7.7	26	2	7.7	26	2	7.7	26
USC-Lancaster															
USC-Salkehatchie															
USC-Sumter															
USC-Union															
Winthrop College	1	1.6	61	1	1.6	63	2	3.1	65	3	4.5	67	3	4.5	67

SOURCE: Provided by Institutions.

*The State is currently conducting the study described on page 50 of the Plan in order to develop accurate utilization levels for blacks in positions not requiring the doctoral degree. This study is scheduled to be completed by October 1, 1981. When the study is completed institutional goals for each institution in the USC system will be submitted to the U.S. Department of Education.

TABLE 11
Projected Faculty By Race
(1981 Through 1985)

Institution	1981			1982			1983			1984			1985		
	No. Black	% Black	Total	No. Black	% Black	Total	No. Black	% Black	Total	No. Black	% Black	Total	No. Black	% Black	Total
Clemson University	18	1.9	962	21	2.2	975	26	2.6	986	30	3.0	1,003	36	3.6	1,013
College of Charleston	2	1.1	189	3	1.6	188	4	2.1	187	5	2.6	186	6	3.1	185
Francis Marion College	6	5.9	102	7	6.8	103	7	6.7	104	8	7.5	106	8	7.5	107
Lander College	3	3.5	86	4	4.7	86	4	4.6	87	5	5.7	88	5	5.6	89
MUSC	3	0.4	740	3	0.4	740	3	0.4	740	3	0.4	740	3	0.4	740
S. C. State College															
The Citadel	1	0.5	203	3	0.5	203	4	2.0	203	4	2.0	203	4	2.0	203
USC-Aiken	3	4.5	66	4	6.1	66	4	6.1	66	6	9.1	66	7	10.6	66
USC-Coastal Carolina	3	3.2	95	4	4.2	95	4	4.2	95	4	4.2	95	4	4.2	95
USC-Columbia	28	2.6	1,061	31	2.9	1,061	34	3.2	1,061	37	3.5	1,061	40	3.8	1,061
USC-Spartanburg	7	7.6	91	7	7.6	91	7	7.6	91	7	7.6	91	7	7.6	91
USC-Beaufort	1	6.7	15	1	6.7	15	1	6.7	15	1	6.7	15	1	6.7	15
USC-Lancaster	1	4.3	23	1	4.3	23	1	4.3	23	1	4.3	23	1	4.3	23
USC-Salkehatchie	1	7.6	13	1	7.6	13	1	7.6	13	1	7.6	13	1	7.6	13
USC-Sumter	1	3.6	28	1	3.6	28	1	3.6	28	1	3.6	28	1	3.6	28
USC-Union	0	-	11	0	-	11	0	-	11	0	-	11	0	-	11
Winthrop College	6	2.8	212	8	3.7	218	9	4.0	226	10	4.5	229	11	4.8	228

SOURCE: Provided by Institutions.

Goal (3): *to have the proportion of black non-academic personnel at each institution equal the proportion of black persons in the relevant labor market area.*

Currently, data are not adequate for providing an accurate assessment of blacks in the relevant labor market area with credentials for non-academic positions. The State has determined that the relevant labor market varies with the location of a given institution and the job category under consideration. Consequently, determining the proportion of black non-academic personnel by job categories, in the relevant labor market area of each institution, will require an extensive effort.

Tables 12 through 16 provide institutional goals for non-academic personnel (public senior colleges and universities) which have been developed, based upon available information. The study to determine more accurately the relevant labor market area for non-academic personnel and to set more precise institutional goals for the life of the Plan will be completed by June 1, 1982. Goals for Technical colleges will be established and provided to the U. S. Department of Education by October 1, 1981 (as noted on page 63).

TABLE 12
GOALS AND TIMETABLES
PROFESSIONAL NON-FACULTY
(As defined by the EEOC for EEO6 Reporting)

	Current Workforce			Availability (%)	Goal (% availability)X (no est. for cat.)	Timetable for Meeting Goal				
	#Blk.	%Blk.	Total			82	83	84	85	86
Clemson University *	89	15.7	564	7.7	44	-	-	-	-	-
College of Charleston*	11	19.3	57	14.4	8.2	-	-	-	-	-
Francis Marion College	1	6.3	16	13.0	2.4	1	0	0	0	0
Lander College	2	11.8	17	19.0	3.2	1	0	0	0	0
MUSC	31	5.6	548	16.0	87	13	13	13	13	13
The Citadel	0	0	41	16.0	6.6	2	2	2	1	0
USC - Aiken	1	4.5	22	13.9	3	2	0	0	0	0
USC - Columbia	27	5.4	501	14.3	72.0	9	9	9	9	9
USC - Coastal	1	4.8	21	14.3	3	1	1	0	0	0
USC - Spartanburg	4	10.0	40	13.8	6	1	1	0	0	0
Winthrop	4	8.3	48	9.1	5	0	0	1	0	0

*Currently exceeds required goal.

TABLE 13
GOALS AND TIMETABLES
CLERICAL AND SECRETARIAL
(As defined by the EEOC for EEO6 Reporting)

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	Current Workforce			Availability (%)	Goal (% availability)X (no est. for cat.)	Timetable for Meeting Goal				
	#Blk.	%Blk.	Total			82	83	84	85	86
Clemson University *	59	8.0	659	6.2	41	-	-	-	-	-
College of Charleston*	31	47.0	66	20.9	13.8	-	-	-	-	-
Francis Marion College*	14	28.6	49	24.0	11.8	-	-	-	-	-
Lander College	3	10.0	31	13.0	4	1	1	0	0	0
USC*	220	21.7	1,016	12.0	121	-	-	-	-	-
The Citadel*	23	20.5	112	12.0	13.4	-	-	-	-	-
USC - Aiken*	7	19.4	36	15.9	6	-	-	-	-	-
USC - Columbia	110	14.6	755	17.6	133	4	4	4	4	7
USC - Coastal*	4	12.5	32	13.7	4	-	-	-	-	-
USC - Spartanburg*	6	14.2	42	14.0	6	-	-	-	-	-
Winthrop	14	12.3	114	15.3	17.4	0	1	1	1	1

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*Currently exceeds required goal.

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TABLE 14
GOALS AND TIMETABLES
TECHNICAL PARAPROFESSIONAL
(As defined by the EEOC for EEO6 Reporting)

	Current Workforce			Availability (%)	Goal (% availability)X (no est. for cat.)	Timetable for Meeting Goal				
	#Blk.	%Blk.	Total			82	83	84	85	86
Clemson University *	103	22.2	463	14.5	67	-	-	-	-	-
College of Charleston*	7	21.9	32	16.7	5.3	-	-	-	-	-
Francis Marion College*	5	26.3	19	16.0	3.0	-	-	-	-	-
Lander College*	3	27.3	11	15.0	1.7	-	-	-	-	-
MJSC	412	42.1	978	8.0	78.2	-	-	-	-	-
The Citadel	0	0	19	8.0	1.5	1	1	-	-	-
USC - Aiken	1	11.1	9	18.0	2	1	0	0	0	0
USC - Columbia	21	6.8	307	19.6	60	7	7	7	7	11
USC - Coastal	0	0	4	19.4	1	1	0	0	0	0
USC - Spartanburg *	6	14.3	42	14.0	6	-	-	-	-	-
Winthrop*	7	15.6	45	11.2	5	-	-	-	-	-

*Currently exceeds required goal.

TABLE 15
GOALS AND TIMETABLES
SKILLED CRAFTS
(As defined by the EEOC for EEO6 Reporting)

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	Current Workforce			Availability (%)	Goal (% availability)X (no est. for cat.)	Timetable for Meeting Goal				
	#Blk.	%Blk.	Total			82	83	84	85	86
Clemson University*	16	10.7	150	8.3	13	-	-	-	-	-
College of Charleston	18	56.3	32	27.9	8.9	-	-	-	-	-
Francis Marion College	2	15.4	13	31.0	4.0	1	1	0	0	0
Lander College	0	0	11	15	1.7	0	1	0	1	0
MUSC*	26	22.4	116	21.0	24.3	-	-	-	-	-
The Citadel*	24	43.6	55	21.0	11.5	-	-	-	-	-
USC - Aiken	4	40.0	10	21.5	2	-	-	-	-	-
USC - Columbia	36	20.8	173	24.7	43	2	2	2	1	0
USC - Coastal	0	0	6	19.9	1	-	-	-	-	-
USC - Spartanburg *	2	28.6	7	18.9	1	1	0	0	0	0
Winthrop	3	10.7	28	14.3	4	-	1	-	-	-

*Currently exceeds required goal.

TABLE 16
GOALS AND TIMETABLES
SERVICE MAINTENANCE
(As defined by the EEOC for EEO6 Reporting)

	Current Workforce			Availability (%)	Goal (% availability)X (no est. for cat.)	Timetable for Meeting Goal				
	#Blk.	%Blk.	Total			82	83	84	85	86
Clemson University *	209	54.7	382	17.1	65	-	-	-	-	-
College of Charleston*	101	83.6	114	53.2	60.6	-	-	-	-	-
Francis Marion College*	35	81.4	43	52.0	22.4	-	-	-	-	-
Lander College	13	48.1	27	48.0	13.0	0	1	0	0	0
MUSC *	367	92.2	398			-	-	-	-	-
The Citadel *	70	69.3	101	53.4	5.4	-	-	-	-	-
USC - Aiken*	16	94.1	17	35.6	6	-	-	-	-	-
USC - Columbia*	401	84.1	477	38.4	183	-	-	-	-	-
USC - Coastal *	11	78.6	14	32.8	5	-	-	-	-	-
USC - Spartanburg *	10	52.6	19	30.0	6	-	-	-	-	-
Winthrop *	75	73.5	102	39.2	40	-	-	-	-	-

*Currently exceeds required goal.

Beginning immediately, the Commission on Higher Education, in cooperation with institutions in the State system, will make an effort to determine for each institution the relevant labor market area for non-academic personnel and set institutional goals for the life of the Plan. The current utilization of black non-academic personnel at each institution is provided in Table 18.

The State of South Carolina is committed to taking specific measures in its efforts to respond to its goals for increasing minority faculty, administrative staffs, and non-academic personnel in the public colleges and universities. Specific measures for achieving these goals are provided in Appendix Q.*

Until the foregoing goals are met, the State will endeavor to have the proportion of blacks employed to fill faculty and administrative vacancies, for traditionally white institutions as a whole, to be not less than the proportion of black individuals in the relevant labor market with the credentials required for such positions.

*Pursuant to the request made by the U.S. Department of Education on June 8, 1981, by October 1, 1981, South Carolina will submit a detailed description of measures of student recruitment (including estimated cost and schedule). Measures will also be developed to attain the employment goals of increasing black representation on the faculties, administrations, and staffs of these institutions. These measures also will be submitted by October 1, 1981. The measures will be over the life of the Plan.

TABLE 17

PERCENT OF BLACKS IN NON-ACADEMIC POSITIONS

BY CATEGORY AND INSTITUTION AS OF OCTOBER 1980 (EEO-6 FORMS)

Institution	Professional Non-Faculty	Clerical Secretarial	Tech. Paraprof.	Skilled Crafts	Protective Service	Maintenance
Clemson	16.4	10.0	23.6	11.2	-	54.3
College of Charleston	29.3	47.5	26.9	57.7	73.5	89.3
Francis Marion	73.7	28.6	32.0	8.3	-	82.2
Lander	11.8	9.4	25.0	-	16.7	61.9
MUSC	3.9	27.2	29.4	33.1	43.9	86.5
S. C. State College	90.0	96.9	85.7	100	100	99.2
The Citadel	-	18.6	-	36.8	-	73.1
USC	6.9	15.4	8.9	21.2	23.1	86.7
Winthrop	8.9	12.9	15.6	11.1	-	73.5

INCREASE IN MINORITY FACULTY AND ADMINISTRATOR IN THE
TECHNICAL EDUCATION SYSTEM, AND MINORITIES ON THE STAFFS
OF THE STATE BOARD FOR TECHNICAL AND COMPREHENSIVE
EDUCATION AND THE COMMISSION ON HIGHER EDUCATION

The extensive evaluation of the State's system of higher education conducted by the U. S. Department of Education in 1979 did not result in South Carolina being cited for its technical colleges, except for Denmark Technical College. Consequently, the State takes the position it is not required to include in this commitment the technical colleges (except Denmark Technical College) and the Technical Education Board. This position should not be interpreted to mean that the State is not committed to the elimination of the vestiges of the former dual system wherever they might exist. It simply means that such a commitment is not required in its Plan.

The following information (Table 18 through Table 23) on the State Board for Technical and Comprehensive Education, employment in the Technical Education System, and on the Commission on Higher Education and the Commission's staff is provided as a result of the position taken by the U. S. Department of Education officials that the State should evaluate and address these matters. It also is provided in support of the State's good faith efforts with regard to the Plan.

This information comes from the one year projections submitted to the South Carolina Human Affairs Commission (SHAC) in each institution's Affirmative Action Plan and is the best information presently available. This information was not developed for the purpose of submission in the South Carolina Plan. The State has no reason to doubt the validity of the projections established in the submissions to SHAC, but neither does it have sufficient information to vouch for their appropriateness for the Plan. The procedures used for developing employment goals for senior institutions and Denmark Technical College will be applied to the remaining Technical Colleges in the System,

the staff of the Commission on Higher Education and the Staff of the State Board for Technical and Comprehensive Education in order to set and/or modify the goals as necessary and to make projections over the life of the Plan. Projections developed using these procedures will be provided to the U. S. Department of Education by October 1, 1981.

The State will provide the measures to attain the employment goals as submitted by the TEC institutions to the South Carolina Human Affairs Commission (SHAC). This information will be submitted within 30 days after receipt by SHAC but no later than August 1, 1982.

TABLE 18
Executive/Administrative/Managerial Personnel, By Race

At Technical Colleges
(Actual 1980, Projected 1981)

Institution	1980 Actual			1981 Projected		
	No. Blacks	% Blacks	Total	No. Blacks	% Blacks	Total
Aiken	1	20.0	5	1	20.0	5
Beaufort	0	0.0	5	0	0.0	5
Chesterfield-Marlboro	0	0.0	7	0	0.0	7
Denmark	4	57.1	7	5	62.5	8
Florence-Darlington	1	10.0	10	1	10.0	10
Greenville	2	11.8	17	2	11.8	17
Horry-Georgetown	1	14.3	7	1	16.7	6
Midlands	1	4.8	21	1	4.8	21
Orangeburg-Calhoun	0	0.0	7	0	0.0	7
Piedmont	0	0.0	3	0	0.0	3
Spartanburg	0	0.0	8	0	0.0	8
Sumter	1	12.5	8	1	11.1	9
Tri-County	1	14.3	7	1	12.5	8
Trident	1	5.6	18	1	5.9	17
Williamsburg	1	25.0	4	2	50.0	4
York	1	20.0	5	1	20.0	5

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TABLE 19
Faculty/Administrative Teaching and Faculty/Teaching Personnel, By Race
At Technical Colleges
(Actual 1980, Projected 1981)

Institution	1980 Actual			1981 Projected		
	No. Blacks	% Blacks	Total	No. Blacks	% Blacks	Total
Aiken	2	5.3	38	2	4.9	41
Beaufort	14	28.0	50	14	29.2	48
Chesterfield-Marlboro	3	15.0	20	3	15.8	19
Denmark	25	89.3	28	25	78.1	32
Florence-Darlington	8	8.8	91	8	8.4	95
Greenville	12	7.0	171	11	6.4	173
Horry-Georgetown	1	2.1	47	1	2.2	46
Midlands	13	6.8	190	13	8.8	184
Orangeburg-Calhoun	6	10.3	58	6	10.5	57
Piedmont	4	7.5	53	4	7.5	53
Spartanburg	8	8.7	92	8	8.6	93
Sumter	1	2.5	40	1	2.4	41
Tri-County	6	7.8	77	6	7.7	78
Trident	18	11.2	161	17	10.2	166
Williamsburg	11	39.3	28	11	37.9	29
York	2	3.3	61	2	3.2	63

TABLE 20

Percent of Blacks in Non-Academic Positions
By Category At Technical Colleges
(Actual 1980, Projected 1981)

Institution	Professional Non-Faculty		Supervisory		Technical Paraprofessional		Clerical		Skilled Crafts		Protective Services		Service Maintenance	
	80	81	80	81	80	81	80	81	80	81	80	81	80	81
Aiken	8.3	14.3	0	0	0	0	19.0	16.6	0	0	0	-	66.7	77.8
Beaufort	41.7	38.3	50.0	50.0	33.3	33.3	38.5	42.9	100	0	0	25.0	50.0	0
Chesterfield-Marlboro	40.0	28.6	100	100	33.3	33.3	38.1	31.3	100	0	0	0	100	50.0
Denmark	75.0	62.5	-	-	100	50.0	94.1	93.8	-	-	-	100	100	95.5
Florence-Darlington	33.3	25.0	-	-	33.3	33.3	23.3	27.5	40.0	50.0	-	-	50.0	0
Greenville	31.1	29.4	25.0	25.0	16.7	16.7	24.7	25.6	0	0	0	25.0	70.0	71.4
Horry-Georgetown	21.4	23.5	25.0	20.0	0	0	17.4	27.3	0	-	25.0	25.0	75.0	75.0
Midlands	19.3	18.2	0	0	16.7	20.0	29.5	30.1	18.2	25.0	0	0	30.0	33.3
Orangeburg-Calhoun	23.5	22.7	0	0	61.5	57.1	42.9	33.3	0	0	60.0	60.0	90.0	90.0
Piedmont	12.0	10.0	0	50.0	33.3	33.3	32.6	30.0	0	0	0	0	50.0	62.5
Spartanburg	23.8	20.0	0	16.7	16.7	-	6.7	9.7	0	0	0	0	0	0
Sumter	25.0	31.3	-	-	33.3	33.3	44.4	38.5	50.0	50.0	0	-	90.0	90.0
Tri-County	13.8	11.8	0	33.3	0	0	24.4	26.3	0	0	0	0	0	-
Trident	11.3	12.5	10.0	9.1	21.1	33.3	21.4	19.6	0	26.7	26.7	26.7	64.3	66.7
Williamsburg	8.3	35.7	0	0	50.0	50.0	50.0	50.0	0	-	100	100	100	100
York	20.0	11.1	0	0	50.0	50.0	13.6	22.7	0	-	50.0	25.0	55.6	66.7

TABLE 21

BLACKS ON THE STAFF OF THE
STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

	<u>1980 Actual</u>			<u>1981 Projected</u>		
	No. Black	% Black	Total	No. Black	% Black	Total
Administrator	1	5.9	17	1	5.9	17
Professionals	3	4.8	63	3	4.8	63
Technicians	1	9.0	11	1	9.0	11
Protective Services	-	-	-	-	-	-
Paraprofessionals	-	-	-	-	-	-
Office Clerical	9	26.5	34	9	26.5	34
Skilled Craft	4	25.0	16	4	25.0	16
Service Maintenance	-	-	-	-	-	-
Total	18	12.7	142	18	12.7	142

Source: Employment Data Analysis By Race and Sex, June 1980. As Submitted to the S.C. Human Affairs Commission.

TABLE 22

Blacks on the Staff of the
South Carolina Commission on Higher Education

	No. Black	<u>1980 Actual</u>		No. Black	<u>1981 Projected</u>	
		% Black	Total		% Black	Total
Administrators	1	12.5	8	1	12.5	8
Professionals	1	25	4	1	25	4
Para Professionals	0	0	2	0	0	2
Office Clerical	3	75	4	3	75	4
Total	5	27.8	18	5	27.8	18

Source: The CHE Affirmative Action Progress Report Submitted to the
South Carolina Human Affairs Commission

TABLE 23

Current Black Representation on Statewide Higher Education Boards and
Commissions

State Board for Technical and
Comprehensive Education

No. Black	% Black	Total
1	12.5	8

S. C. Commission on Higher
Education

No. Black	% Black	Total
4	22.2	18

SERVICE AREAS, MISSIONS, AND DUPLICATION OF PROGRAMS AMONG
CLEMSON UNIVERSITY, USC-AIKEN, USC-COLUMBIA, AND SOUTH CAROLINA STATE COLLEGE

DISCUSSION OF "SAME SERVICE AREAS"
AND "SIMILAR MISSIONS" OF INSTITUTIONS

In the letter of January 7, 1981, to Governor Riley from the U. S. Department of Education, it was stated in the "Summary of Findings" with reference to "duplication of programs among South Carolina State College and TWIs [traditionally white institutions] with overlapping service areas," that "virtually all of the career oriented programs offered by South Carolina State College are duplicated by the University of South Carolina main campus and Clemson University, TWIs with similar missions in the same service areas." (Emphasis added.)

"Same Service Areas"

Geographic areas served by the public colleges and universities in South Carolina are discussed in Chapter III. As indicated in that discussion, all institutions having student housing serve Statewide constituencies. The service areas of commuter institutions tend to be limited to only a few counties.

The discussion on page 15 of Appendix B to the January 7, 1981, letter to Governor Riley reflects the perception that the "service areas" of S. C. State, USC-Aiken, USC-Columbia, and Clemson University are "similar," with "service area" defined as "the area from which an institution draws a preponderance of its students." No figures are included to support the hypothesis that the "service areas" of these institutions are "similar." Some misconceptions appear to be involved.

As noted earlier, the missions of USC-Columbia and Clemson University state that they are major universities. Many of their degree programs are authorized only if there are regional or national needs to be served as well as those of the State. Both institutions provide college-owned

housing for students. The settings, one urban and one rural, require that USC-Columbia provide college-owned housing for a smaller proportion of its resident student body than does Clemson.

South Carolina State College also provides college-owned housing for resident students, as do similar institutions such as Winthrop, Lander, and the College of Charleston. USC-Aiken, and USC-Spartanburg and USC-Coastal Carolina, are commuter senior colleges with no college-owned housing.

The facts available do not suggest that the "service areas" of South Carolina State are the same as USC-Columbia, Clemson University, and USC-Aiken. For example, Table 24 shows the county of residence of first-time entering undergraduate students in Fall, 1979, at several public institutions. The figures are only entered for those counties from which 2% or more of the students were drawn, so that the totals sum to less than 100% and absence of a figure in a given cell of the table does not indicate that no students from that county enrolled.

Inspection of the figures in this table shows that USC-Aiken, USC-Coastal Carolina, and USC-Spartanburg each draws three-fourths of its students from the county in which it is located. S. C. State College attracts students from a much broader area.

It is stated on page 16 of Appendix B to the January 7, 1981, letter that a reported decline in percentage of white students enrolled at S. C. State is due to the conversion of USC-Aiken from a two-year to a senior institution. Many USC-Aiken students prior to 1975 (while it was a two-year college) who transferred to a senior institution continued their studies at USC-Columbia. It has been determined that 86% of the students at USC-Aiken reside within a 22 mile radius of the campus (3% in Augusta, Georgia). Within a forty mile

PERCENTAGE OF FIRST-TIME UNDERGRADUATE STUDENTS ENROLLED
FALL, 1979, BY COUNTY OF ORIGIN, SELECTED SENIOR INSTITUTIONS(1)

<u>County</u> (N =)	<u>Institutions</u>						
	<u>USC Columbia (3585)</u>	<u>Clemson (1994)</u>	<u>SC State (698)</u>	<u>USC Aiken (392)</u>	<u>USC Coastal (356)</u>	<u>USC Spartanburg (378)</u>	<u>Lander (346)</u>
Abbeville							4.6
Aiken		3.9		75.8			
Anderson		5.5	2.4				5.5
Barnwell				2.8			
Berkley			2.4				
Calhoun			2.1				
Charleston	4.7	5.6	11.1				
Cherokee						5.8	
Clarendon			2.1				
Edgefield				6.4			
Florence		2.2	2.0				
Georgetown			3.0		4.3		
Greenville	5.4	11.8	2.4			11.4	12.4
Greenwood							28.0
Horry					75.7		
Laurens							8.1
Lee			3.3				
Lexington	15.0	3.2		6.4			3.5
Marion					3.8		
Marlboro			2.0				
Newberry							2.0
Oconee		3.4					2.9
Orangeburg	2.5		16.8				
Pickens		7.0					4.0
Richland	22.5	2.9	6.4				
Saluda							3.5
Spartanburg	2.8	5.2				74.6	2.9
Sumter			3.7				
Williamsburg			3.2				
York							
Out of State	20.4	26.1	10.3	3.3	5.6		2.9
TOTAL	73.3	76.8	73.2	94.7	89.4	81.8	76.3

(1) Includes only those counties from which 2% or more of students were reported.

radius of USC-Aiken and a forty mile radius of South Carolina State College, there is an overlap area between the two institutions from which USC-Aiken draws 6.8% of its enrollment. About 2% of USC-Aiken students reside within a forty mile radius of South Carolina State. Therefore, slightly less than 9% of USC-Aiken students come from areas in which any possible competition for students exists with South Carolina State College. The remaining 5% of USC-Aiken students come from other areas of South Carolina or from out-of-state.

"Similar Missions"

The University of South Carolina, Clemson University, and South Carolina State College do not have similar missions. Statements of authorized mission for these three institutions (and others) are included in the 1979 South Carolina Master Plan for Higher Education, are summarized in Chapter III of this Plan, and are set forth in detail in Appendix G. As stated in Chapter III, the functions of the two universities encompass prescribed areas of graduate and professional study at each. Doctoral programs, and first-professional programs in specialized fields such as medicine and law, are exclusively the mission of the universities within the State system.

The mission of South Carolina State College is that of a senior college with graduate programs through the master's level. The mission of South Carolina State College is much more comparable to other senior colleges in the State system such as Lander College, Francis Marion College, Winthrop College, and the College of Charleston. Comparisons to those institutions rather than to the universities would be more valid. South Carolina State College, in common with similar senior colleges in the State, does not offer doctoral programs.

GENERAL DISCUSSION OF DUPLICATION OF PROGRAMS

Higher education in America has developed in such a way that there are few highly specialized undergraduate institutions, such as a college offering degree programs in one field only such as in business, or engineering, or nursing. It is highly likely, therefore, that program duplication exists in a given geographic area, such as a state, where there are two or more four-year colleges. The question, in any given case of program duplication, is whether or not the apparent duplication is real, and where that is the case, whether it is justified on both educational and financial grounds to meet the needs of students and the market place.

All educationally unnecessary duplication of degree programs is a concern to state systems of higher education, both from the sometimes conflicting viewpoints of economy and efficiency and of expanding statewide opportunity for equality of access to all its citizens. The State of South Carolina established the Commission on Higher Education in 1967 as a coordinating agency, with power to approve new degree programs at public institutions, in response to this need. A copy of the Commission's policies and procedures with respect to the approval of new programs, most recently revised by the Commission during the development of the Master Plan in 1979, is attached as Appendix R.

In some cases, apparent duplication of program titles may mask real differences in the educational purposes of the programs. In others, where real duplication of programs with identical purposes does exist, the duplication may be not only necessary but required in order to meet the commitment of the State to provide enhanced educational opportunities for its citizens.

In 1980, the Commission on Higher Education began an orderly process of review of all degree programs in public institutions in the State. This process is designed to assess the quality of each program and to provide guidance to the institutions and to the State as to whether each should be continued. It may also give guidance on the question of whether new programs in specific fields may be needed. Such judgments cannot be made without detailed study. A decision to terminate a program which may be duplicated on another campus, for example, may act to restrict opportunity and access, and may therefore impede rather than accelerate the desired goals of this Plan.

The Commission's plan to review graduate programs in five fields of study - mathematics, physical sciences, biological sciences, health professions, and engineering - in 1980-81 is on schedule. Programs in the first three areas were reviewed in Fall, 1980, and programs in the last two are to be reviewed in Spring, 1981. The Commission plans to review all programs, field by field, at the baccalaureate level and above, beginning in 1981-82. Summary reports resulting from these reviews will be incorporated in annual progress reports to the U.S. Department of Education. This orderly process holds the maximum potential for eliminating educationally unnecessary duplication and for strengthening existing programs at South Carolina State, while at the same time holding to the goal of increased access for educational opportunity for all.

As a supplement to the assessment of the quality of degree programs, the Commission on Higher Education will explore with the public colleges and universities the feasibility of each institution seeking specialized accreditation for all programs that are subject to accreditation by an agency which is a member of the Council on Postsecondary Accreditation. This recommendation is made in full understanding of the fact that such

accreditation is in most cases voluntary and that there are differing points of view within the academic community about the merits of such specialized accreditation. However, it is a generally accepted proposition, both within and without the academic community, that accreditation is a measure of quality in higher education.

The Commission on Higher Education will notify the U.S. Department of Education after the Commission has acted to approve any new degree programs at any public institution, with the understanding that this notification process does not constitute or imply any authority of the U. S. Department of Education to either approve or disapprove of such an action. With the same understanding, the Commission will notify the U. S. Department of Education of any programs voluntarily terminated which are made known to it, and of any recommendations made by the Commission for the termination of existing programs.

DISCUSSION OF DUPLICATION OF DEGREE PROGRAMS BETWEEN
SOUTH CAROLINA STATE COLLEGE AND TRADITIONALLY WHITE INSTITUTIONS

The Statement of Findings attached as Appendix B to the January 7, 1981, letter to Governor Riley from the U. S. Department of Education includes a table (page 15) intended to show which "career-oriented" degree programs offered by South Carolina State College are offered also at USC-Columbia, Clemson University, and USC-Aiken. That table is in error in several respects. For example, while South Carolina State College does offer a baccalaureate degree in accounting, USC-Aiken does not; and whereas USC-Aiken does offer an associate degree program (not a baccalaureate) in nursing, neither a baccalaureate nor a two-year program in nursing is offered at South Carolina State College.

All of the baccalaureate degree programs offered at South Carolina State College are listed in the lefthand column of Table 25 of the Plan. The column headed "USC-Aiken" shows that, of these 37 baccalaureate degree programs at South Carolina State, eight are also offered at USC-Aiken. Restricting attention to those programs defined in the Findings as "career-oriented," there are three in business and management at South Carolina State, one of which is duplicated at USC-Aiken; 12 in education at South Carolina State, two of which are also offered at USC-Aiken; one in engineering technologies at South Carolina State, not offered at USC-Aiken; one in health professions at South Carolina State, not offered at USC-Aiken, three in home economics at South Carolina State, none offered at USC-Aiken, and two in public affairs and services at South Carolina State, none at USC-Aiken. In summary, there are 22 "career-oriented" baccalaureate programs offered at South Carolina State College, of which three are also offered at USC-Aiken.

The table on page 15 of the Statement of Findings also implies that "pre-professional" programs in "pre-medicine," "pre-dentistry" and "pre-veterinary medicine" are offered at South Carolina State College and at USC-Aiken, but not at either USC-Columbia or at Clemson. This is in error in at least two respects. Neither South Carolina State College nor USC-Aiken offers degree programs in these areas. Nor, in fact, do any public colleges in South Carolina. In former years, some senior colleges offered such programs. In more recent decades, however, special "pre-professional" programs have all but disappeared from the educational scene as professional schools have accepted baccalaureate degree programs in a variety of fields as appropriate preparation for entry. If this notation in the table on page 15 of the Findings is to be interpreted to mean, however, that students at USC-Columbia and Clemson University or any other postsecondary institution

AUTHORIZED BACCALAUREATE DEGREE PROGRAMS AT SOUTH CAROLINA STATE COLLEGE
AND SIMILAR PROGRAMS AT SOME OTHER INSTITUTIONS

<u>N.C.E.S.</u> <u>TAXONOMY</u>	<u>DEGREE PROGRAMS AT SC STATE COLLEGE</u>	<u>USC</u> <u>Aiken</u>	<u>USC</u> <u>Columbia</u>	<u>Clemson</u> <u>U</u>
400	Biological Sciences			
0401 00	Biology	X	X	
500	Business and Management			
0502 00	Accounting		X	X
0506 00	Management & Administration	X	X	
0514 02	Office Administration		X	
800	Education			
0802 00	Elementary Education, General	X	X	X
0803 00	Secondary Education, General	X		X
0808 00	Special Education			
0826 04	Rehabilitation Counseling		X	
0826 06	Counselor Education			
0831 00	Art Education		X	
0832 00	Music Education		X	
0835 00	Physical Education		X	
0837 00	Health Education		X	
0838 01	Business Education		X	
0839 00	Industrial Education			X
0899 04	Library Education			
0899 06	Home Economics Education			
900	Engineering			
0925 00	Engineering Technologies			X
1000	Fine and Applied Arts			
1007 00	Dramatic Arts			
1100	Foreign Languages			
1102 00	French		X	
1105 00	Spanish		X	
1200	Health Professions			
1220 00	Speech Pathology and Audiology			
1300	Home Economics			
1301 00	Home Economics, General			
1305 00	Family Relations & Child Development			
1306 00	Foods and Nutrition			
1306 01	Nutrition Science			
1500	Letters			
1501 00	English, General	X	X	X

TABLE 25 continued

<u>N.C.E.S.</u> <u>TAXONOMY</u>	<u>DEGREE PROGRAMS AT SC STATE COLLEGE</u>	<u>USC</u> <u>Aiken</u>	<u>USC</u> <u>Columbia</u>	<u>Clemson</u> <u>U</u>
1700	Mathematics			
1701 00	Mathematics, General		X	X
1900	Physical Sciences			
1902 00	Physics		X	X
1905 00	Chemistry		X	X
2000	Psychology			
2001 00	Psychology, General	X	X	X
2100	Public Affairs and Services			
2104 01	Social Welfare			
2105 01	Criminal Justice		X	
2200	Social Sciences			
2201 00	Social Sciences, General			
2205 00	History	X	X	X
2207 01	Political Science & Government	X	X	X
2208 00	Sociology		X	X

cannot obtain such "pre-professional" training at those campuses, that inference is also incorrect.

Table 25 (of this Plan) also indicates those baccalaureate degree programs at South Carolina State College which are authorized at USC-Columbia and at Clemson University. Taken together, the combined offerings at the two universities duplicate the majority of the baccalaureate degree programs offered at South Carolina State College. The same observation could be made with equal force about duplication by the universities of baccalaureate degrees offered at any of the other public senior colleges.*

The table on page 15 of the Findings suggests that both South Carolina State College and Clemson University offer baccalaureate programs in food and nutrition. South Carolina State College does so, as does Winthrop College, but Clemson University does not. Clemson University does offer a baccalaureate degree program in food science in the area of agriculture, a program with distinctly different objectives from those offered at this level in the area of home economics at both South Carolina State and at Winthrop College.

The table on page 15 of the Findings also suggests that baccalaureate degree programs in engineering technology at South Carolina State College and at Clemson University are the same. This is not the case. South Carolina State offers the BS degree in three majors - civil, electrical, and mechanical engineering technology. The identification of these as one "program" is required by the National Center for Educational Statistics, a federal agency. Clemson University offers a more generalized program leading to the BS in engineering technology without specification as to sub-division of the field. Both of these programs are designed, however, to accept

* An Inventory of Academic Degree Programs in South Carolina (Fall, 1980) is available upon request from the South Carolina Commission on Higher Education, 1429 Senate Street, Columbia.

upper-division transfer students who have earned associate degrees in an engineering technology at the State's two-year technical colleges.

South Carolina State College offers 39 baccalaureate degree programs. These include, in addition to core programs in the arts and sciences, three programs in business, 12 in education, three in engineering technologies, one in health professions, and two in public affairs and services. Of the five other senior public colleges -- The Citadel, College of Charleston, Francis Marion, Lander, and Winthrop -- which share similar missions with South Carolina State College, this total number of degree programs is exceeded only by Winthrop College, which offers 41. The other four institutions with similar missions offer fewer and less diversified programs, ranging from 16 at The Citadel to 28 at the College of Charleston.

The complete inventory of all degree programs at all levels offered by all institutions in South Carolina, both public and private, shows that duplication of program offerings at the baccalaureate level at public senior colleges and universities does exist, as is to be expected. This does not mean that any of these duplicated programs are not needed or not educationally necessary nor does it mean that such duplication inhibits the disestablishment of the dual system.

The table on page 15 of Appendix B of the Statement of Findings is also incomplete in identifying the master's programs at South Carolina State College which are duplicated elsewhere in the State. Table 26 lists the master's degree programs which are offered at South Carolina State. South Carolina State College provides master's degree programs in five specialties. These include three in education, one in the health professions, and one in home economics. Other public institutions offering master's degree programs which are the same in title or objectives or both are also identified in Table 26.

TABLE 26

MASTER'S DEGREE PROGRAMS AT SOUTH CAROLINA STATE COLLEGE
AND SIMILAR PROGRAMS AT SOME OTHER INSTITUTIONS

<u>South Carolina State College</u>		<u>Like Programs Offered At:</u>
0800	Education	
0302 00	Elementary Education	Clemson U, College of Charleston, Francis Marion College, & USC-Columbia
0803 00	Secondary Education	The Citadel, Clemson U, USC-Columbia, & Winthrop College
0826 00	Rehabilitation Counseling	USC-Columbia
1200	Health Professions	
1220 00	Speech Pathology & Audiology	USC-Columbia (Speech Pathology & Audiology) & Winthrop College (Speech Pathology only)
1300	Home Economics	
1306 01	Nutrition Science	None*

* Winthrop College offers a masters program in foods and nutrition, the title and purpose of which is different from that offered at S.C. State.

Concluding Statement

The State's position on the Department's remarks in the January 7, 1981, letter concerning its findings of the existence of educationally unnecessary program duplication among TBIs and TWIs in the same service area is well stated on pages 69 through 81 of this Plan. The State stands by its position and believes that it meets the guidelines in I.C of the Criteria. South Carolina's approach is to differentiate TBIs from TWIs on academic grounds through the enhancement programs set forth in the Plan. This approach must be given the opportunity to succeed.

The State is committed to enhancing its TBIs. This includes the commitment to adopt other comparable alternatives if it is not possible to implement any enhancement program listed in Plan or if the State's own annual evaluation demonstrates that an enhancement program is not moving the State toward the goals set in the Plan.

EQUITABLE ALLOCATION OF RESOURCES AT SOUTH CAROLINA STATE COLLEGE

The State of South Carolina is committed to providing the necessary resources to permit South Carolina State College to fulfill its defined mission. This commitment is long standing. This section provides a detailed description of specific resources and measures which the State will provide during the life of this Plan to enhance South Carolina State College.

ENHANCEMENT OF ACADEMIC PROGRAMS

There are currently a number of academic programs at South Carolina State College which, in order to achieve accreditation, must secure additional faculty personnel in specialized areas. These are as follows:

- Engineering Technology*
 - Civil Engineering Technology
 - Electrical Engineering Technology
 - Mechanical Engineering Technology
- Strengthening Existing Programs (Faculty)
 - History and Political Science
 - Mathematics
 - Communications
 - Natural Sciences
 - Business*
 - Education*
 - Habilitative Sciences
 - Behaviorial Sciences
 - Industrial Education

A total of 14 new positions is required to advance these existing programs toward accreditation. The estimated cost of this effort over the five years of the Plan is \$1.7 million.

* Programs to be enhanced to meet professional accreditation.

The proposed plan for strengthening academic support seeks to provide the planning, management, evaluation and coordination essential for successful implementation of the enhancement of academic programs at South Carolina State College. It is estimated that a minimum of six additional full-time staff positions will be required to provide adequate academic support. The estimated cost for this program over the five years of the Plan is \$600,000.

The State will seek to establish a School of Business Administration at South Carolina State College in 1982-83. Accreditation of the School of Business Administration by the American Assembly of Collegiate Schools of Business (AACSB) is a high priority for South Carolina State College and the State. A fully accredited School of Business will enhance the ability of South Carolina State: (1) to attract a racially diversified student body, (2) to seek and receive foundation and other grants, and (3) to establish cooperative relationships with the corporate world in order to promote a variety of programs for the benefit of faculty and students. It is estimated that the School of Business will require the addition of five administrators and at least four faculty with the doctoral degree. The estimated costs for the School of Business over the life of this Plan are \$900,000 for staff and \$6.3 million for a new building.

The Plan projects the development of five new academic programs associated with the School of Business. These programs, with estimated maximum costs during the five years of this Plan, are: Marketing (\$300,000); Economics (\$200,000); Argi-business, baccalaureate (\$400,000) and master's (\$200,000); Computer Science (\$800,000); and another program unique to South Carolina State, yet to be determined (\$300,000).

This Plan also includes the strengthening of the Engineering Technology faculty in order to achieve professional accreditation. South Carolina State College states that four (4) faculty positions are required in order to

strengthen the Engineering Technology Program toward ECPD (Engineer's Council for Professional Development) accreditation. Four faculty positions are scheduled to be filled during the 1981-82 academic year and one is scheduled to be filled during the 1982-83 year.** It is estimated that the four new faculty members and the additional equipment required will cost approximately \$700,000. In addition, course offerings in Engineering Technology will be strengthened by adding seven new courses, six new staff members, and the renovation and equipping of laboratory space for these disciplines. The estimated cost over the life of this Plan for these activities is \$1.1 million.

This Plan supports the establishment at South Carolina State College of Doctor of Education (Ed.D.) and Specialist in Education (Ed.S.) degree programs in Educational Administration. These new programs will require five additional faculty and staff, equipment, and library resources which are estimated to cost \$600,000 over the life this Plan. The Ed.D. and Ed.S. Programs in School Administration are scheduled to commence at South Carolina State College during the Fall of 1983.** No students will be accepted in the Ed.D. program in School Administration at the University of South Carolina after the Ed.D. program becomes operational at South Carolina State College. A report on the cooperation between the University of South Carolina and South Carolina State College will be provided when the program has commenced at South Carolina State. This doctoral program at South Carolina State College should not be considered a precedent for additional doctoral programs there, or for doctoral programs at any of the other public senior colleges.

** See letter of transmittal of the State's May 10, 1981, response (Appendix A) for additional information on the schedule of availability of resources.

As a component part of this Plan, the University of South Carolina at Columbia has agreed to phase out its Ed.D. Program in Educational Administration in favor of this program being offered at South Carolina State College. The University of South Carolina system will cooperate with South Carolina State College in the implementation of the Ed.D. program in Educational Administration. The possibility of South Carolina State College offering courses in this program at USC branch campuses will be explored. In this transition, students currently enrolled in this doctoral program will be permitted to complete it at USC-Columbia. In phasing out this program at USC-Columbia and its implementation at South Carolina State College, care will be taken to ensure that no gaps will develop in providing this service.

Clemson University, as a component part of this Plan, has agreed:

- a) not to offer the B.S. and M.S. degree programs in Agricultural Business if they are offered at South Carolina State College;
- b) not to oppose the establishment by South Carolina State College of the following baccalaureate degree programs in Engineering Technology: General Technology, Engineering Graphics Technology, Industrial Engineering Technology, Energy Development Technology, and Electro-Mechanical Engineering; and
- c) to assist South Carolina State College in setting up these (or other) authorized programs if Clemson's help is desired.

All new programs for the enhancement of South Carolina State College and the funds required for these enhancement programs must follow the established procedures of the Commission on Higher Education and the General Assembly. The State and all responsible persons pledge their efforts and those of their offices to implement these enhancement activities.

ASSISTANCE TO BE PROVIDED SOUTH CAROLINA STATE COLLEGE TO MEET THE
REQUIREMENTS OF CHE AND THE GENERAL ASSEMBLY

Any necessary assistance needed by South Carolina State College in following the established procedures of the Commission on Higher Education (CHE) and the General Assembly will be provided by the CHE staff. No additional resources are required for such assistance. The CHE procedures were followed in considering and approval of the new baccalaureate degree program in Economics and Marketing for South Carolina State College at CHE's regular meeting on May 7, 1981. The State's commitment to enhancing South Carolina State College is well documented in the Plan. This includes the commitment to adopt other comparable alternatives if it is not possible to implement any programs listed in the Plan. It is the policy and practice of the CHE to move all requests for program approval through the system as expeditiously as possible. This policy and practice will continue to be followed.

If by the outset of the 1984-85 academic year the implementation of these enhancement programs has not been effective as evidenced by significant numbers of black and white students enrolled at South Carolina State College, the State will adopt additional measures to attain the goals of the Plan. These measures will include the establishment of additional high demand and/or unduplicated programs. However, if at that time, the State believes that such action is not appropriate or necessary, the State will propose a more effective course of action.

NEW PROGRAM ENROLLMENTS PROJECTED BY RACE

The State has not developed a procedure for projecting program enrollments by race. Consequently, at best only rough estimates of such enrollments could be developed; therefore, no projections are provided. Procedures to make projections of enrollments by race for new programs will be developed and the results will be provided to OCR by October 1, 1981.

Projected enrollments for new course offerings are developed to be submitted to the CHE as part of the program approval process. Projected enrollments for new enhancement programs which have already been approved by the CHE follow:

South Carolina State College

1. B.S., Marketing, approved by CHE May 7, 1981. Projected enrollment in this degree program in Fall, 1981 - 170; in Fall, 1982 - 260.
2. B.S., Economics, approved by CHE May 7, 1981. Projected enrollment in this degree program in Fall, 1981 - 46; in Fall, 1982 - 80.

Denmark Technical College

1. Associate in Business Degree Programs in General Business, Accounting, and Data Processing, approved by CHE March 5, 1981. Projected enrollment in Fall, 1981 - 50; in Fall, 1982 - 95.
2. Associate in Public Service Degree Program in Human Service Technology, approved by CHE March 5, 1981. Projected enrollment in Fall, 1981 - 35; in Fall, 1982 - 55.

Enrollment projections for other new or improved programs will be submitted as they are developed and approved by CHE.

THE UNIQUENESS OF DEMAND FOR NEW PROGRAMS*

The thrust of the new programs proposed for both S. C. State College and Denmark Technical College is two-fold: (1) to enhance the academic program, and (2) to enhance the enrollment of white students. It is the State's position that significant enhancement of the academic program will result. This is the basis upon which the commitment to provide funds for these programs was made.

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* See letter of transmittal of the State's May 10, 1981, response for additional information on the schedule of availability of resources.

It is doubtful however, if it is possible to determine the effect that any new program will have on the desegregation of an institution by members of a particular race. The fact that a program is in high demand at one institution does not assure the same level of demand will persist if the program is moved to another institution even if that is the only place it is offered. Much depends upon intangibles. (See Black and White Campus in Urban Areas: Merger or Joint Planning, Southern Regional Education Board, Atlanta, 1981.)

Normally, the projected level of demand (discounting race) is a factor given a high priority during the CHE program approval process. However, no one method is used in making this determination. Among the factors considered are student interest, job market forecasts, and production at other institutions.

TIMETABLES AND INTERIM BENCHMARKS FOR PROPOSED ENHANCEMENT ACTIVITIES*

a. Strengthening Existing Programs (Faculty)#

Fourteen (14) faculty positions will be added during the 1981-82 academic year (estimated cost \$280,000) to enhance programs to meet accreditation standards (programs are listed on page 82).

The number of full-time personnel and the estimated expenditures for this measure over the life of the Plan are as follows:

<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>Total</u>
(14)\$280,000	(14)\$308,000	(14)\$338,800	(14)\$372,680	(14)\$409,948	(14)\$1,709,428

The estimated expenditures for this measure which are listed above for 1982-83 through 1985-86 reflect annual incremental increases for the 14 faculty members added in 1981-82.

* See letter of transmittal of the State's May 10, 1981, response for additional information on the schedule of availability of resources.

Needed for accreditation.

b. Strengthening Academic Support#

A minimum of six full-time staff positions will be added to provide adequate planning, management, evaluation and coordination of enhancement measures at South Carolina State College. The number of full-time personnel to be on board during the life of the Plan and the estimated cost for personnel, equipment and other operating expenses for this enhancement activity follows:

<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>Total</u>
(1)\$37,900	(3)\$87,650	(6)\$160,295	(6)\$166,924	(6)\$183,716	(6)\$636,485

One full-time staff person, a graduate assistant and the additional operating expenses for these positions are proposed for 1981-82 (estimated cost \$37,900). Two additional staff persons, one additional graduate assistant, some equipment and operating expenses are included in the \$87,650 estimated expenditures for 1982-83. Three additional staff persons, additional equipment, and operating expenses are included in the \$160,295 estimated expenditure for 1983-84. The estimated expenditures for this measure which are listed above for 1984-85 and 1985-86 reflect annual incremental increases and operating expenses for the positions added in the previous three years. This measure is designed to provide planning, management, evaluation, and coordination required at South Carolina State for successful implementation of the Plan.

c. School of Business**#

The School of Business Administration will be established in 1982-83. The phenomenal growth of the Department of Business warrants its reorganization into a School. Accreditation of this School of Business by the American Assembly of the Collegiate Schools of Business (AACSB) is of highest priority for South Carolina State

** High demand programs

Needed for accreditation

College and the State of South Carolina. With a fully accredited School of Business it will be easier to: (1) attract a larger and racially diversified student body, (2) seek and receive foundation grants, (3) establish cooperative relationship with the corporate world to promote a variety of programs for the benefit of faculty and students. The Occupational Outlook Handbook indicates a strong and continued employment growth in occupations requiring business training. Funds for construction of a new business administration building are expected to be approved by the 1981 General Assembly. The building is estimated to cost \$6.3 million. The School of Business will require the addition of five administrative positions (a dean and four departmental chairpersons), and three secretarial positions. These positions will be filled during 1982-83. The estimated costs for personnel, equipment and other operating expenses for this enhancement activity over the life of the Plan are as follows:

<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>Total</u>
-0-	(8)\$233,400	(8)\$197,600	(8)\$217,360	(8)\$238,746	(8)\$887,106

Five faculty persons, three staff persons, computer terminals with support equipment and operating funds are included in the estimated expenditures for 1982-83. The estimated expenditures for this measure which are listed above for 1983-84 through 1985-86 reflect annual incremental increases for the eight positions added in 1982-83 and the operating expenses for these positions.

d. Five New Programs Associated With the School of Business**

B.S., Marketing - Compared to neighboring states, South Carolina has the lowest number of institutions offering an undergraduate

** High demand programs
Needed for accreditation

degree in marketing. Of the five institutions that presently offer the marketing degree, University of South Carolina provides 90% of the graduates. South Carolina State College and the USC will be the only two public institutions in the state to offer a major in marketing. Since the major in marketing is considered a necessary major by the accredited schools of Business, the major in marketing will enhance our chances of gaining accreditation by the AACSB. The Occupational Outlook Handbook indicates that marketing related occupations such as marketing research, advertising, retailing and sales management are experiencing a very rapid employment growth. One full-time faculty will be added in 1981-82 and another will be added in 1984-85. The estimated cost for personnel, equipment, other operating expenses and library resources for this enhancement activity over the life of the Plan are as follows:

<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>Total</u>
(1)\$35,000	(1)\$37,500	(1)\$40,550	(2)\$71,180	(2)\$78,278	(2)\$263,308

B.S., Economics - A well developed program in economics is vital to any institution of higher learning. Presently, the Department offers a minor in economics which can be easily elevated to a major degree with minimal changes. Increase in students' interest in the field of economics is evidenced by the increase in students' enrollment in economics courses and their request to have more options to major in. There is also an increase in job opportunities for economics graduates (about 45.9 percent according to the Occupational Projections and Training Needs - Bureau of Labor Statistics - Bulletin 1918). South Carolina State College plans

to seek accreditations of its business programs from the American Assembly of Collegiate Schools of Business (AACSB). The major in economics will enhance our chances of gaining accreditation by the AACSB. One full-time faculty member will be added in 1981-82 and another will be added in 1984-85. The estimated costs for personnel, other operating expenses and library resources for this enhancement activity over the life of the Plan are as follows:

<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>Total</u>
(1)\$26,700	(1)\$30,050	(1)\$33,620	(2)\$53,682	(2)\$61,762	(2)\$205,814

B.S., Agri-business - South Carolina State College proposes to initiate a B.S. in Agri-business during the academic year 1982-83. The Agri-business program is essentially a business program with practical applications to agriculture. This program would greatly benefit from the strong business and economics programs at South Carolina State College. Graduates of agri-business area are absorbed in a wide variety of job situations. They are particularly suitable as managers, administrators and as financial advisors. For these occupational clusters the demand for graduates exceeds the supply by 30 percent (U. S. Department of Agriculture Misc. Publication No. 1385). This clearly indicates a strong demand for agri-business graduates. One full-time faculty member and a secretary will be added in 1982-83. Another full-time faculty member will be added in 1983-84, 1984-85 and 1985-86. The estimated costs for personnel, other operating expenses, and library resources for the life of the plan are as follows:

<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>Total</u>
-0-	(1)\$77,750	(2)\$114,400	(2)\$105,640	(2)\$142,054	(2)\$439,844

M.S., Agri-business - The masters programs in Agri-business will be initiated in 1985-86. The program in the School of Business will be highly complementary to the Masters program in Agri-business. A recent study by the U. S. Department of Agriculture points out that the supply of master's degree candidates in agri-business related clusters meets only 17 percent of the demand. This is an indication of a strong job market for master's degree holders in agri-business. One full-time faculty member and a secretary will be added in 1984-85 and two additional full-time faculty members will be employed in 1985-86. The estimated costs for personnel, other operating expenses and library resources for the life of the Plan are as follows:

<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>Total</u>
-0-	-0-	-0-	(1)\$120,200	(2)\$90,260	(2)\$210,460

B.S., Computer Science - The demand for people with computing skills is increasing today, although there are more colleges and universities offering programs in computer science than ever before. The computer has become a basic tool in research, business, government and industry. One full-time faculty member and micro-computer system will be added in 1981-82, one faculty member and a secretary in 1982-83, and another faculty member in 1983-84. The estimated costs for personnel, renovations, equipment, other operating expenses and library resources for the life of the Plan are as follows:

<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>Total</u>
(1)\$267,000	(2)\$96,500	(3)\$100,500	(3)\$132,000	(3)\$153,000	(3)\$749,000

e. Another Program Unique to South Carolina State

A program unique to South Carolina State College is planned for implementation in 1983-84. The program has not been identified, by fall 1982. It is estimated that one full-time faculty member will be added in 1982-83 and one half-time faculty member will be added in 1983-84. The estimated costs for this program over the life of the Plan are as follows:

<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>Total</u>
-0-	(1)\$27,000	(1½)\$81,000	(1½)\$105,540	(1½)\$83,364	(1½)\$297,604

It is estimated that the resources to be requested will meet the needs of this program.

f. Strengthening of the Engineering Technology Faculty

The existing Engineering Technology curricula in the areas of Civil, Electrical and Mechanical Engineering Technology are in need of three (3) faculty members of these programs to move toward ECPD (Engineers' Council for Professional Development) accreditation. Three faculty positions will be added during 1981-82 and another will be added in 1982-83. The estimated costs for this program over the life of the Plan are as follows:

<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>Total</u>
(3)\$84,500	(4)\$171,000	(4)\$139,400	(4)\$151,940	(4)\$160,234	(4)\$707,074

g. The Ed.D. and Ed.S. in Educational Administration

One full time faculty member will be added in 1981-82, another in 1982-83, and two more in 1984-85. These programs are scheduled to begin enrolling students in Fall, 1983. A minimal number of courses will be offered off-campus. However, all students enrolled in the Ed.D. and Ed.S will be required to take advanced courses in the Ed.D. program on the campus of S. C. State College. One

secretary will be added in 1981-82. The estimated costs for personnel, equipment, other operating expenses and library resources over the life of this Plan are as follows:

<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>Total</u>
(1)\$31,000	(2)\$59,000	(2)\$172,000	(4)\$170,000	(4)\$205,951	(4)\$638,661

h. Engineering Technology (New Programs and Enhancement of Current Programs)

The State of South Carolina is rapidly becoming industrialized, opening up new technological and economic frontiers. These changes have created new demands on the State for persons who are prepared to work with the technical ideas and the complex problems of modern industry. Engineering technology is that part of the technology field which requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities; it lies in the occupational spectrum between the craftsman and the engineer at the end of the spectrum closest to the engineer. Engineering technology curricula are designed to prepare people for responsible positions in industry. Four-year programs are currently offered leading in Bachelor of Science degree in Civil, Electrical, Electro-Mechanical, and Mechanical Engineering Technology. Page 59 of the S. C. Plan lists specific commitments of Clemson University regarding the enhancement programs in engineering and engineering technology at S. C. State College but does not list the specific programs to be established or expanded as enhancement measures at S. C. State College. The following is a list of such enhancement measures:

Civil Engineering Technology will be expanded to include courses in Wastewater Treatment and Air and Water Pollution Control;

Electrical Engineering Technology will be upgraded to include courses in Power Systems and Microprocessor Applications; Mechanical Engineering Technology will be expanded to include courses in Heat Transfer and Metrology; the Electro-Mechanical option in the B.S. degree program in Electrical Engineering Technology will be upgraded to a Bachelor of Science degree program in Electro-Mechanical Engineering Technology, and new Bachelor of Science degree programs will be offered in Engineering Graphics Technology, Engineering Development Technology and Industrial Technology. Enrollment in engineering technology has shown unprecedented growth over the last five years. There has been a noticeable influx of female students with the overall freshmen enrollment for 1980 reflecting a ten percent increase over the previous year. Increased enrollment will require additional faculty to accommodate the expanded programs. Four (4) new faculty positions, two staff positions, renovations, equipment and operations expenses are included in \$343,600 estimated for expenditure in 1982-83. Incremental salary increases, additional renovations, equipment, operating expenses and library resources are included in the \$325,800 estimated for expenditure in 1983-84. Incremental salary increases, operating expenses and additional library resources are included in the expenditures estimated for 1984-85 and 1985-86. The estimated expenditures for this measure during the life of the Plan are as follows:

<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>Total</u>
-0-	(4)\$343,600	(4)\$325,800	(4)\$232,980	(4)\$196,368	(4)\$1,098,748

The costs over the five years of this Plan for the enhancement of academic programs at South Carolina State College, enumerated above, are summarized in Table 27.

TABLE 27

SOUTH CAROLINA STATE COLLEGE
ACADEMIC PROGRAM ENHANCEMENT
(Estimated Maximum Cost by Program)

PROGRAMS	Capital Improvements	GRAND TOTAL** (Excluding Capital Improvements)
Strengthening Existing Programs (Faculty)		1,700,000
Strengthening Academic Support		600,000
School of Business Admin.	6,300,000* (1981-82)	900,000
A. Marketing		300,000
B. Economics		200,000
C. Other unique Program		300,000
Computer Science		800,000
Engineering Technology (Faculty Strengthening)		700,000
Engineering Technology (New Programs)		1,100,000
Educational Administration (Ed.S. and Ed.D.)		600,000
Agribusiness (B.S.)		400,000
Agribusiness (M.S.)		<u>200,000</u>
Total	6,300,000	7,800,000

NOTES: * The B.A. Building is estimated to cost \$6,300,000; however, \$1,800,000 for this project is already available as Institutional Funds in the State Treasurer's office.

** During the five years of this Plan (1981-82 through 1985-86).

ENHANCEMENT OF FACULTY SALARIES

In the January 7, 1981, letter from the United States Department of Education, one of the findings was the disparity in faculty salaries between South Carolina State, and The Citadel and Winthrop College -- two peer institutions. The following responds to this finding.

With the exception of 1976-77, State appropriations per FTE student at South Carolina State College have been consistently higher than at its peer institutions (Table 28). During this time, South Carolina State College has noted several factors which limit its ability to use student fees for educational and general operations, e.g., the use of student fees to support auxiliary operations such as athletics and the college band.

In 1970-71 through 1973-74, South Carolina State College ranked either first or second in total unrestricted revenues (student fees, State appropriations, and other unrestricted revenues) per FTE student in support of educational and general operations (Table 29). Beginning in 1974-75 and continuing through 1978-79, South Carolina State ranked third. This decline in dollars per FTE student in support of educational and general operations explains the deterioration in faculty salaries at South Carolina State during this time as described below.

In 1970-71 South Carolina State's average salary for professors was \$14,982; 10.1% and 3.5% lower, respectively, than the average salaries at The Citadel and Winthrop College. In 1976-77 South Carolina State's average salary for professors was \$21,055; 4.7% higher than the average at The Citadel and 0.6% higher than Winthrop. However, in 1980-81, South Carolina State's average salary for professors is approximately 11% lower than at The Citadel or Winthrop.

TABLE 28

STATE APPROPRIATIONS PER FTE STUDENT*

	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
THE CITADEL	\$1,564	\$1,665	\$1,805	\$1,990	\$2,287	\$2,232	\$2,293	\$2,404	\$2,567	\$2,930	\$3,196
S.C. STATE	2,388	2,305	2,423	2,351	2,546	2,442	2,207	2,411	3,008	3,220	3,236
WINTHIROP	1,290	1,383	1,457	1,720	2,275	2,374	2,239	2,156	2,331	2,402	2,649

TABLE 29

UNRESTRICTED REVENUES PER FTE STUDENT**

	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
THE CITADEL	\$2,115	\$2,219	\$2,369	\$2,555	\$2,900	\$2,723	\$2,923	\$3,087	\$3,760	\$3,889
S.C. STATE	2,556	2,485	2,578	2,475	2,654	2,850	2,414	2,567	3,196	3,460
WINTHIROP	1,594	1,772	1,813	2,152	2,736	2,918	2,990	3,072	3,204	3,334

*SOURCE: STATE BUDGET DOCUMENT
 1970-71 THROUGH 1978-79, ACTUAL STATE APPROPRIATIONS EXPENDED
 1979-80 THROUGH 1980-81, STATE APPROPRIATIONS

**SOURCE: CIE REPORT 101B

Average Salary - Professors - Nine Month Contract Basis

	1970-71		1976-77		1980-81	
	Average Salary	% +/- from S.C. State	Average Salary	% +/- from S.C. State	Average Salary	% +/- from S.C. State
S.C. State	\$14,982		\$21,055		\$26,223	
The Citadel	16,496	+10.1	20,069	-4.7	29,261	+11.6
Winthrop	15,506	+ 3.5	20,925	-0.6	29,195	+11.3

In 1970-71 South Carolina State's average salary for associate professors was \$11,522; 0.1% higher than The Citadel and 11.5% lower than Winthrop. In 1976-77, South Carolina State's average was \$16,607; more than 9% lower than either The Citadel or Winthrop. In 1980-81 South Carolina State's average salary is 9.5% and 10.2% lower, respectively, than The Citadel and Winthrop.

Average Salary - Associate Professors - Nine Month Contract Basis

	1970-71		1976-77		1980-81	
	Average Salary	% +/- from S.C. State	Average Salary	% +/- from S.C. State	Average Salary	% +/- from S.C. State
S.C. State	\$11,522		\$16,067		\$21,585	
The Citadel	11,513	-0.1	17,570	+9.4	23,639	+9.5
Winthrop	12,844	+11.5	17,631	+9.7	23,793	+10.2

In 1970-71 South Carolina State's average salaries for the assistant professor was 11.8% lower than The Citadel's and 5.8% lower than Winthrop's. From 1976-77 through 1980-81, however, the disparity was not as great. In 1976-77 South Carolina State's average was approximately 3% lower than The Citadel and Winthrop, and in 1980-81, 4% lower.

Average Salary - Assistant Professors - Nine Month Contract Basis

	1970-71		1976-77		1980-81	
	Average Salary	% +/- from S.C. State	Average Salary	% +/- from S.C. State	Average Salary	% +/- from S.C. State
S.C. State	\$ 9,951		\$14,050		\$18,954	
The Citadel	11,129	+11.8	14,409	+2.5	19,742	+4.2
Winthrop	10,528	+5.8	14,598	+3.8	19,683	+3.8

The State Appropriation Act for the years 1970-71 through 1975-76 allowed all State agencies to give merit raises ranging from 0% to 10% with the average being approximately 5%. These stipulations were agency-wide and gave the institutions flexibility in upgrading faculty salaries. This accounted in part for average salaries becoming more proximate by 1976-77. Beginning with 1976-77, however, and continuing through the 1980-81 Appropriation Act, the institutions have been allocated cost of living and merit increases by the State and required to spend only those dollars for pay increases. This has allowed them no flexibility to use other funds for salary adjustments.

To put South Carolina State's average faculty salaries in line with their peer institutions will require a total salary adjustment of \$293,309, as indicated below:

FACULTY SALARY ADJUSTMENTS
1980-81

	<u>S.C. STATE</u>	<u>CITADEL & WINTHROP</u>	<u>COST ADJUSTMENT</u>
<u>PROFESSOR</u>			
Current Average Salary	\$26,223	\$29,224	
Salary Adjustment Required	11.4%		
Salary Adjustment Required	\$ 3,001		
Number of Professors	41		
Total Funds Required			\$123,041
<u>ASSOCIATE PROFESSOR</u>			
Current Average Salary	\$21,585	\$23,704	
Salary Adjustment Required	9.8%		
Salary Adjustment Required	\$ 2,119		
Number of Asso. Professors	52		
Total Funds Required			\$110,188
<u>ASSISTANT PROFESSOR</u>			
Current Average Salary	\$18,954	\$19,705	
Salary Adjustment Required	4.0%		
Salary Adjustment Required	\$ 751		
Number of Asst. Professors	80		
Total Funds Required			\$ 60,080
TOTAL - ALL RANKS			\$293,309

South Carolina State College further indicates that, because of lack of funds for pay increases in the past two years, promotions and promotional increases have been deferred for 21 faculty members who have been approved for promotion by both the faculty senate and the administration. A 12% increase for these employees would require \$56,295 in addition to correct this situation.

To upgrade South Carolina State faculty salaries to the average salaries of The Citadel and Winthrop and provide funding for faculty promotions already approved requires an expenditure of \$349,604 as a "one time adjustment."

The estimated expenditures for this measure over the life of the Plan (including annual incremental salary increases) are as follows:

<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>Total</u>
\$349,604	\$284,564	\$423,020	\$465,322	\$511,854	\$2,134,264

DENMARK TECHNICAL COLLEGE

ENHANCEMENT OF ACADEMIC PROGRAMS

The State Board for Technical and Comprehensive Education will initiate activities to enhance the academic programs at Denmark Technical College and to strengthen the total educational program at the institution. To facilitate the Statewide recruitment of white students, the placement of graduates of all races, and the development and improvement of occupational programs to meet Statewide needs, the State Board will urge that legislation be enacted in the 1981 session of the General Assembly to establish an area Commission for the institution. The State Board will propose that the Denmark Technical Education Commission have the same responsibilities as other area technical education commissions (institutional governing boards) but be constituted differently because of the Statewide mission of the College. One commission member would be appointed from each congressional district and one member would also be appointed from each of the three counties (Allendale, Bamberg, Barnwell) in the College's service area. Every consideration shall be given to geographic residence, gender, minority status and economic status to assure that Board members shall be representative of all citizens of the State. Upon the approval of this Plan by the U. S. Department of Education, the State Board for Technical and Comprehensive Education will use its legal counsel to draft appropriate legislation to establish the Denmark Technical Education Commission. The State Board will by October 1, 1981, identify a member of the General Assembly to introduce the bill in the Legislature and will begin working with members of the General Assembly to secure passage of the bill during the 1982 session of the General Assembly. The estimated first-year cost for the operation of this Commission would be \$7,000.

The additional proposed new activities relate specifically to program enhancements that will improve the institution's ability to recruit white students. Two degree curricula (40% increase in degree programs) will be initiated in 1981-82. These curricula are an Associate in Public Service and an Associate in Business. The Associate in Business curriculum will contain majors in accounting, data processing, and general business. The estimated first year costs for implementing these associate degree programs is \$40,390.

These two new programs were approved by the Commission on Higher Education on March 5, 1981. The Commission on Higher Education's "Policy and Procedures Concerning New Programs" (Appendix R) does apply to Denmark Technical College. These procedures were followed in the approval of these two programs.

An increase in the enrollment of white students will be further encouraged by enhancing the quality of the existing nuclear engineering technology curriculum at Denmark Technical College. This program will be designated the premier nuclear science program of the State technical education system by 1983. The present lay advisory committee for this program will be expanded to insure statewide representation and participation of members from industries and businesses directly and indirectly concerned with nuclear power. To upgrade present equipment, \$75,000 will be made available to the institution to be spent upon appropriate recommendation from the new statewide advisory committee.*

The quality of the college's curriculum will be enhanced by upgrading and strengthening specific diploma programs. A two-year diploma program in construction management technology will develop from existing course work in the one-year programs of carpentry, masonry, plumbing, and industrial electricity and from the initiation of second-year courses. Initiating this program

*See May 10, 1981 letter of transmittal (Appendix A) for additional information on the schedule of availability of resources.

will afford students an additional option in career paths offered by the college's curriculum. The additional general education course work required in the two-year diploma program will give the students a broader range of competencies when they graduate and enter the work force. The estimated first year costs in 1982-83 for upgrading equipment to support the initiation of this two-year diploma program will be \$50,000.*

As stated in the preceding description of construction management technology, the total educational program of the institution is enhanced when students are provided additional career options and greater breadth in technical curricula. New curriculum changes will relate to developing second-year courses for the two-year diploma programs. In 1982-83, the one-year diploma programs in air conditioning/refrigeration and in machine tool technology will be upgraded to two-year diploma status. This activity, designed to improve the quality of the curriculum, will cost an estimated \$155,000* for equipment in the first year. Another activity to enhance the academic program at Denmark Technical College will be to improve the quality of the welding program by adding equipment, courses and part-time staff. The 1981-82 estimated cost for this activity will be \$87,000* (including \$75,000* for equipment).

The enhancement programs proposed for Denmark Technical College are high demand and/or unique and are designed to upgrade Denmark to a technical college which provides Denmark TEC graduates with more opportunities for higher paying jobs, thereby changing the perception of it as a trade school by some segments of the public. This will attract more white students. Further, Denmark's role as a statewide institution should also attract white students. Those

*See May 10, 1981 letter of transmittal (Appendix A) for additional information on the schedule of availability of resources.

students who are forced to commute more than 25 miles one way to the technical college in their area may elect to attend Denmark and live in the dormitory, since to do so would be less expensive than commuting.

Denmark Technical College will seek to strengthen the appeal of its total academic program to students of all races by curriculum enhancement, as stated above, and by efforts directed at improving the racial imbalance among faculty and administrators. In the Fall quarter of 1980 Denmark Technical College employed 41 full-time faculty and administrative personnel. Five of these employees (7.3%) were white. The institution has set the numerical goal for white employment in the administrative and faculty categories to be 28% by the Fall quarter of 1985*. Total growth in employment during this period in these categories is projected to be nine positions if the enrollment goals are met.

Denmark Technical College will establish a recruitment plan for white faculty and administrators. This plan will detail annual hiring goals based upon estimated employee turn-over, program expansion, and enrollment growth, as shown in Table 30. This plan will describe how the white faculty and administrators are to be recruited. The staff of the State Board for Technical and Comprehensive Education will assist Denmark Technical College in the development and implementation of the plan.

In Summary, the first-time costs for the proposed enhancement of academic programs at Denmark Technical College are as follows: The Denmark Area Commission (\$7,000), the nuclear engineering technology curriculum (\$75,000), the construction management technology curriculum (\$50,000), two-year diploma programs in air conditioning/refrigeration and in machine tool technology (\$155,000),

*Based on discussion between OCR and South Carolina officials, the State has withdrawn the 28% white faculty goal for Denmark Technical College. OCR has withdrawn its request for an explanation of how the 28% goal was derived.

two associate degree curricula (Associate in Public Service and Associate in Business) (\$40,490), improving the quality of the welding program (\$87,000), and increasing employment of white faculty (\$141,000), a total of \$555,390.

The above personnel costs are new costs occurring in the first and second years of the five-year plan, since it is assumed that enrollment growth will provide the State funds required to meet these costs in the third year and beyond.

TIMETABLES AND INTERIM BENCHMARKS FOR PROPOSED ENHANCEMENT ACTIVITIES*

1981-82

- Establish a Denmark Technical Education Commission.
- Initiate associate degree program in business and public service.
- Employ a white admission's counselor.
- Provide equipment to enhance nuclear engineering technology curriculum, construction management program, air conditioning/refrigeration program and the machine tool program.
- Implement capital improvements to campus to support program enhancement.

1982-83

- Continue commission.
- Provide additional staff for associate degree program in business and continue staff for associate degree program in public service.
- Continue admissions counselor.
- Complete capital improvement initiated in 1982-83.
- One-year diploma programs in air conditioning/refrigeration and in machine tool technology will be upgraded to two-year diploma status.
- A two-year program in construction management technology will be initiated.

*See letter of transmittal of the State's May 10, 1981, response for additional information on the schedule of availability of resources.

1983-84

- Continue commission.
- Continue final implementation of associate degree programs in business and public services.
- Enhance the quality of the welding program by adding one part-time faculty and new equipment.
- Employ an additional full-time faculty to support enrollment growth derived from enhancement.
- Continue admissions counselor.
- Continue final stage of implementation of two-year program additions in air conditioning/refrigeration, machine tool technology and construction management technology.

1984-85

- Continue commission.
- Continue admissions counselor.
- Continuation of personnel added in previous three years.
- Supply two additional full-time faculty to support enrollment growth derived from enhancement.

1985-86

- Continue commission.
- Continuation of personnel.
- Employ one additional full-time faculty to support enrollment growth derived from enhancement.

The estimated expenditures for this measure over the life of the Plan are as follows:

<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>Total</u>
\$415,000	\$145,100	\$159,610	\$175,571	\$193,128	\$1,088,409

TABLE 30

PROJECTED EMPLOYMENT DATA BY RACE AND SEX
FOR FACULTY AND ADMINISTRATIVE EMPLOYEES
Denmark Technical College, Fall 1980 - Fall 1986

<u>Job Category</u>	<u>Fall 1980</u>	<u>Fall 1981</u>	<u>Fall 1982</u>	<u>Fall 1983</u>	<u>Fall 1984</u>	<u>Fall 1985</u>
<u>Administrative</u>						
<u>Male</u>						
White	2	2	2	2	2	2
Black	5	4	4	4	4	4
Other	0	0	0	0	0	0
<u>Female</u>						
White	0	0	0	0	0	0
Black	0	1**	1	1	1	1
Other	0	0	0	0	0	0
<u>Faculty</u>						
<u>Male</u>						
White	3	3	7**	8	8	8
Black	18	17	16	17	18	18
Other	5	5	5	5	5	5
<u>Female</u>						
White	0	2*	3**	3	3	4
Black	8	7	7	7	8	8
Other	0	0	0	0	0	0
Total	<u>41</u>	<u>41</u>	<u>45</u>	<u>47</u>	<u>49</u>	<u>50</u>

ADJUSTMENTS TO BE MADE IN IMPLEMENTING
NEW CURRICULA PROGRAMS IF ENROLLMENT DECLINES

This Plan identifies the enhancement costs (personnel and equipment) for the first two years of the five-year period. It is assumed that enrollment growth will provide the state funds required to meet personnel costs in the third year and beyond since the present allocation system is cost driven. If the first and second year enhancement expenditures (personnel and equipment) are made by the institution suffers an enrollment decline in the third year, then a re-evaluation of Plan implementation would be required by the State Board for Technical and Comprehensive Education and the Commission on Higher Education before additional funds are requested for these programs.

If by the outset of the 1983-84 academic year the implementation of these enhancement programs has not been effective as evidenced by significant numbers of black and white students enrolled at the college the State will adopt additional measures to attain the goals of the Plan. These measures will include the establishment of additional high demand programs. However, if at that time the State believes that such action is not appropriate or necessary, the State will propose a more effective course of action.

NEW PROGRAM ENROLLMENTS PROJECTED, BY RACE

The State has not developed a procedure for projecting program enrollments by race. Consequently, at best only rough estimates of such enrollments could be developed; therefore, no projections are provided. Procedures to make projections of enrollment by race for new programs will be developed and the results will be provided to OCR by October 1, 1981.

Projected enrollments for new course offerings are developed to be submitted to the CHE as part of the program approval process. Projected enrollments for new enhancement programs which have already been approved by the CHE follow:

SCHEDULE FOR ENROLLMENT OF STUDENTS IN NEW
AND/OR ENHANCEMENT PROGRAMS AT TBIs

A summary chart of new and/or enhanced programs at Denmark Technical College, reflecting the tentative date students are expected to be initially enrolled in each program, follows on page 112. By October 1, 1981, the State will provide to the U. S. Department of Education, enrollment projections for each new or enhanced high demand or unduplicated program at South Carolina State, for each year for the life of the plan. These projections will demonstrate that a significant proportion of South Carolina State's students will be enrolled in the high demand or unduplicated programs by 1985-86. For purposes of this paragraph, significant is defined as at least 25 percent.

THE STATE'S COMMITMENT TO ENHANCING ITS TBIs

The State's commitment to enhancing its TBIs is well documented in the South Carolina Plan. This includes the commitment to adopt other comparable alternatives if it is not possible to implement any enhancement program listed in the Plan or if the State's own annual evaluation demonstrates that an enhancement program is not moving the State toward the goals set forth in the Plan. Furthermore, any new program established in the Plan at a TBI will not be further duplicated in the service area of the TBI unless the enrollment in such a program (at the TBI) has exceed the projected enrollment.

TABLE 31

**PROJECTED ANNUAL HEADCOUNT ENROLLMENTS
IN PROGRAMS TO BE ENHANCED
AT DENMARK TECHNICAL COLLEGE***

<u>Programs</u>	<u>FY 82</u>	<u>FY 83</u>	<u>FY 84</u>	<u>FY 85</u>	<u>FY 86</u>
<u>Degree</u>					
#Associate in Business	50	90	105	110	120
#Associate in Public Service	35	55	70	75	80
Nuclear Engineering Technology	12	18	22	22	22
<u>Two-Year Diploma</u>					
Construction Management	0	12	15	20	20
Air Conditioning/Refrigeration	0	10	15	20	25
Machine Tool	0	10	15	20	20
Welding	0	10	15	20	20
Enrollment in all other curricula	825	860	885	911	938
Total	922	1,065	1,142	1,198	1,245

*These projections are subject to the condition as stated on page 35A.

#These programs have already been approved by the S.C. Commission on Higher Education.

Note: These are 250 students housed in dormitories at Denmark Technical College.

COMPARABILITY OF PROGRAMS, DEGREE OFFERINGS, FACILITIES,
FINANCIAL ASSISTANCE AND OTHER SERVICES

The State's position is that its two TBIs (South Carolina State College and Denmark Technical College) are comparable to its TWIs except where specifically noted in the January 7, 1981 letter from the U. S. Department of Education to Governor Richard W. Riley. The State makes the commitment to achieve comparability between its TBIs and its TWIs with similar missions where it does not exist and to maintain such comparability where it does exist. This is evidenced by the goals set and the commitments made in the Plan.

Assessment of Physical Plant

As stated on page 62, extensive evaluation of the State's system of public higher education was conducted by the U. S. Department of Education during 1979. As a result, South Carolina was cited for having remaining vestiges of the former dual system in five areas (see Mr. William Thomas' letter to Governor Riley, dated January 7, 1981). The South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities sets forth the goals, timetables, measures, activities, and resources which constitute the State's commitment to remove the remaining vestiges of the former dual system as determined by the U. S. Department of Education. Included are commitments to provide facilities required to accomplish the established goals. Since the State was not cited in the area of facilities, the State takes the position that its response meets the requirement of the Department's request. However, the Commission on Higher Education has commissioned a Building Quality Survey (BQS) of the facilities on the campus of each public higher education institution. June 30 the scheduled completion date for the

BQS. The Commission will provide the Department a copy of the BQS of facilities at South Carolina State and Denmark Technical College once it becomes available.

COMMITMENT TO GIVE PRIORITY CONSIDERATION TO
PLACING NEW PROGRAMS CONSISTENT WITH THEIR MISSION AT TBIs

The State's position is that priority consideration to placing new programs at TBIs which are consistent with their Mission has been adequately addressed in the enhancement activities proposed for South Carolina State College and Denmark Technical College.

By legislative authority, no new program shall be undertaken by any public institution of higher education without the approval of the Commission on Higher Education or the General Assembly. Consequently, the Commission has the authority to direct a new program to a particular institution.

The procedure for approval of new programs is provided as Appendix Q (p. 229) of the South Carolina Plan. This procedures will be followed in considering and approving new programs at the TBIs that will further strengthen them in furtherance of the goals of the Plan and consistent with their missions.

COMMITMENT TO SUBSTANTIAL PROGRESS TOWARD EACH
GOAL IN THE FIRST TWO YEARS OF THE PLAN

South Carolina is committed to making substantial progress toward each goal of the Plan in the first two years of the Plan. The point must be made, however, that the delay in the acceptance of the South Carolina Plan by the U. S. Department of Education makes the appropriation of general operating funds by the South Carolina General Assembly for the various aspects of the Plan virtually impossible for 1981-82. The South Carolina General Assembly has passed the point in its 1981-82 deliberations where major new appropriations

can be successfully considered. Therefore, the items in the Plan which require new State appropriations will very likely not be considered until the 1982 session of the General Assembly.

ALLOCATION OF FUNDS TO ACHIEVE THE GOALS OF THE PLAN*

Funds for State agencies may only be allocated by the General Assembly. Consequently, the involvement of key members of the General Assembly on the Steering Committee which developed the Plan provides the best assurance that needed funds will be allocated.

The S. C. Commission on Higher Education and the Office of the Governor have submitted a request to the S. C. General Assembly for allocation of funds needed for 1981-82 activities in the Plan. These agencies make the commitment to make every effort to have these funds allocated. The point must be made, however, that the delay in the acceptance of the South Carolina Plan by Department of Education has made it unlikely that the General Assembly can change the allocation of funds for the 1981-82 Academic Year, since the General Assembly will end its deliberation on the budget in late Spring or early Summer.

COMMITMENT TO WITHHOLD APPROVAL OF CHANGES IN THE STATE SYSTEM WHICH WOULD THWART DESEGREGATION GOALS

The State is committed to removing any remaining vestiges of the former dual system in its public system of higher education. The South Carolina as submitted is evidence of the level of this commitment. To approve changes which would thwart the goals of the Plan would be inconsistent with the State's commitment. Consequently, the State is committed to withholding

*See letter of transmittal for additional information on the schedule of availability of resources.

approval of changes in the State system which, in its opinion, would thwart those goals.

STATE'S POSITION ON ADVISING OCR PRIOR TO
ADOPTING MAJOR CHANGES IN THE STATE SYSTEM

The Commission on Higher Education will advise the U. S. Department of Education of proposed major changes in the mission or character of institutions which may affect desegregation goals, but not for OCR's approval or disapproval. Changes which are deemed to be in the best interest of higher education in South Carolina will be made. The State's position is that changes that would thwart desegregation goals are not in the best interest of South Carolina.

V. STATEWIDE AND INSTITUTIONAL MONITORING OF PROGRESS
OF THE PLAN

MONITORING PROCESS

The Commission on Higher Education is the State agency charged with the responsibility of monitoring the implementation of the Plan. The composition of the Commission is broadly representative of the general public and is 22% black. The Commission is the State agency responsible for coordinating the State's system of public higher education.

In developing this Plan each institution designated a campus coordinator who was responsible for coordinating the institution's involvement in the planning process. These institutional coordinators will monitor the implementation of the institutional activities set forth in the Plan and will coordinate institutional reporting to the Commission on Higher Education to facilitate the monitoring process in achieving desegregation goals.

The Commission will submit a comprehensive narrative assessment of the State's efforts to implement this Plan in the most recent academic year to the Governor and to the Department of Education by August 15 of each year after the Plan has been accepted.

SIGNATORIES

The signature of the Governor and each official or designated person representing the agencies, commissions, offices and/or institutions responsible for implementing the Plan follow. At the direction of the State Board for Technical and Comprehensive Education, the Executive Director of the TEC System has signed the Plan for that System. The U. S. Department of

Education has agreed to accept the Plan with the Executive Director as the signatory for the TEC System but has requested that the Plan also be signed by the President of each Technical College. The signatures of each technical college president were provided the U. S. Department of Education in August 1981.

SIGNATURES

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Each signature affixed below commits the official, agency or institution represented thereby, as recited in the STATEMENT OF STATE POSITION AS TO THE RESPONSE hereinabove, to a good faith effort to effect the goals proposed in the Plan and acknowledges that these goals are part of the policy of each such official, agency or institution.

Richard W. Riley
Richard W. Riley
Governor
State of South Carolina

Larry A. Jackson
Larry A. Jackson
President
Lander College

Howard R. Boozar
Howard R. Boozar
Executive Director
S. C. Commission on Higher Education

William H. Knisely
William H. Knisely
President
Medical University of S. C.

James A. Grimsley
James A. Grimsley, MGen, USA-Res.
President
The Citadel *

M. Maceo Nance, Jr.
M. Maceo Nance, Jr.
President
South Carolina State College

Bill W. Atchley
Bill W. Atchley
President
Clemson University

James B. Holderman
James B. Holderman
President
University of South Carolina

Edward M. Collins, Jr.
Edward M. Collins, Jr.
President
College of Charleston

R. Markley Dennis, Sr.
R. Markley Dennis, Sr.
Chairman, Board of Trustees

Walter D. Smith
Walter D. Smith
President
Francis Marion College

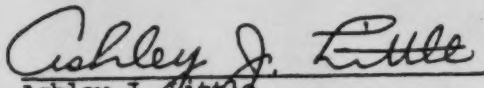
Charles B. Vail
Charles B. Vail
President
Winthrop College

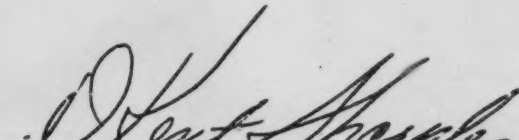
G. William Dudley, Jr.
G. William Dudley, Jr.
Executive Director
State Board for Technical and Comprehensive Education

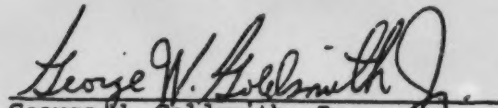
*Although the institution represented hereby is committed to a good faith effort to effectuate the goal of increasing black representation on its governing board, this commitment does not include support for the specific legislative proposal set forth in Appendix K of the Plan.

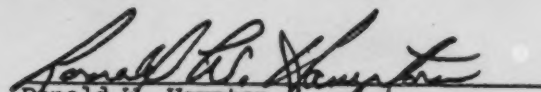
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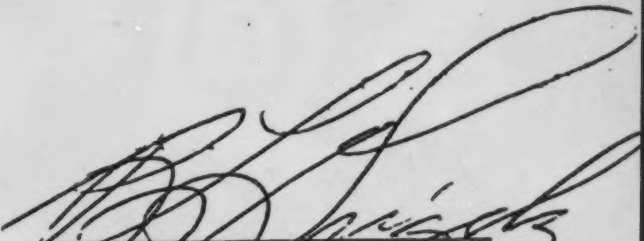
Each signature affixed below commits the official, agency or institution represented thereby, as recited in the STATEMENT OF STATE POSITION AS TO THE RESPONSE hereinabove, to a good faith effort to effect the goals proposed in the Plan and acknowledges that these goals are part of the policy of each such official, agency or institution.

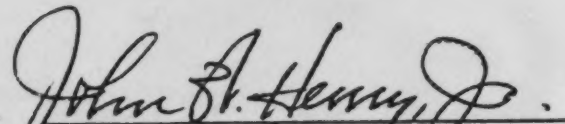

Ashley J. Little
President
Aiken Technical College

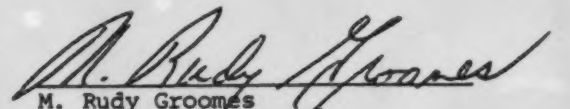

D. Kent Sharples
President
Horry-Georgetown Technical College

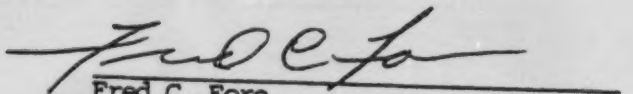

George W. Goldsmith, Jr.
President
Beaufort Technical College

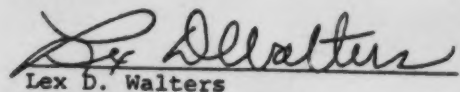

Ronald W. Hampton
President
Chesterfield-Marlboro Technical College


R. L. Griggs
President
Midlands Technical College

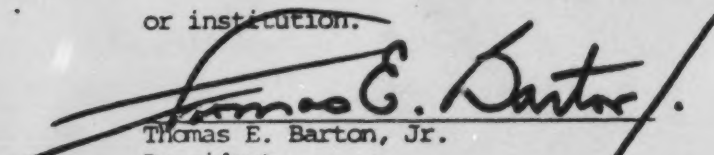

John W. Henry, Jr.
President
Denmark Technical College

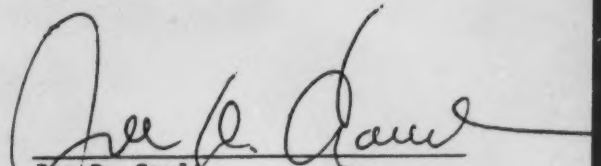

M. Rudy Groomes
President
Orangeburg-Calhoun Technical College


Fred C. Fore
President
Florence-Darlington Technical College


Lex D. Walters
President
Piedmont Technical College

or institution.

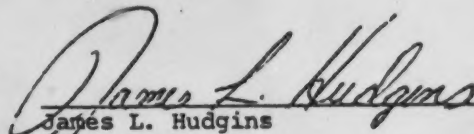

Thomas E. Barton, Jr.
President
Greenville Technical College

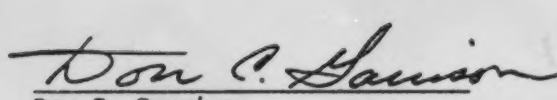

Joe D. Gault
President
Spartanburg Technical College

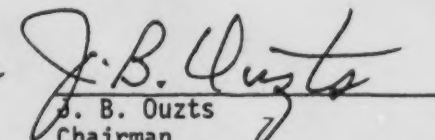
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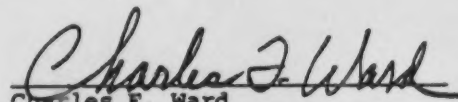
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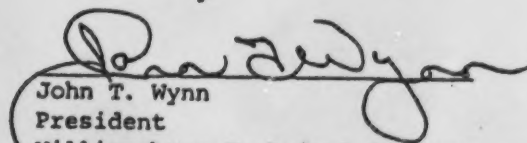
Each signature affixed below commits the official, agency or institution represented thereby, as recited in the STATEMENT OF STATE POSITION AS TO THE RESPONSE hereinabove, to a good faith effort to effect the goals proposed in the Plan and acknowledges that these goals are part of the policy of each such official, agency or institution.


James L. Hudgins
President
Sumter Area Technical College


Don C. Garrison
President
Tri-County Technical College


J. B. Ouzts
Chairman
Tri-County Area Commission


Charles F. Ward
President
Trident Technical College


John T. Wynn
President
Williamsburg Technical College


Baxter Hood
President
York Technical College

VI. SUMMARY

The January 7, 1981, letter from the U. S. Department of Education to Governor Richard W. Riley cited South Carolina as not being in compliance with Title VI of the Civil Rights Act of 1964 in five areas. The "South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities" responds to each of these five citations. The summary of these responses follows:

1. Racial identifiability of governing boards of public senior colleges and universities.

South Carolina sets as a goal increasing the representation of black citizens on the governing boards of public senior colleges and universities. To achieve this goal legislation concerning the governing boards of these institutions will be sought. Legislation of this subject will be introduced during the 1982 session of the General Assembly. It is expected that such legislation will be enacted during the 1982 Legislative Year.

An illustrative proposal developed during the preparation of the Plan contained in Appendix K.

2. Racial identifiability based on student headcount enrollment at public senior colleges and universities, and Denmark Technical College.

For over a decade South Carolina public colleges and universities have put forth considerable effort to increase their "other race" student enrollments. The South Carolina Master Plan for Higher Education (1979)

addresses this problem by recommending that "each public postsecondary institution increase its efforts to recruit students who are in a racial minority on that campus."

The State of South Carolina has established the following seven goals which it will seek to achieve in order to eliminate racially identifiable institutions based on student enrollment:

UNDERGRADUATE STUDENTS

Goal (1): *to increase the proportion of black high school graduates entering two-year and four-year undergraduate public higher education institutions in the State system.*

The State will seek to achieve this goal during the five years of this Plan. The State will continue its efforts to obtain more accurate data on South Carolina high school graduates, by race, and first-time entering students who are South Carolina residents, by race, in order to effectively evaluate progress toward meeting this goal.

Goal (2): *to increase the proportion of black students in the traditionally white four-year undergraduate public higher education institutions in the State system.*

The State of South Carolina will seek to achieve an annual increase, during the life of this Plan, in the proportion of black students in traditionally white four-year undergraduate public higher education institutions in the State system taken as a whole and in each such institution.

Goal (3): *to reduce the disparity between the proportion of black high school graduates and the proportion of white high school graduates entering traditionally white four-year and upper division undergraduate public higher education institutions in the State system.*

The State of South Carolina has adopted as a goal a 150% numerical increase in the number of black high school graduates entering traditionally white four-year public colleges and universities by Fall 1985.

To achieve this goal, such institutions are committed to increase during each year of the Plan the number of South Carolina high school graduates enrolled, and to enroll in the State system 2,295 black students in Fall 1985.

Goal (4): *to reduce the disparity between the proportion of black and white students completing and graduating from two-year and four-year public institutions of higher education.*

The State of South Carolina will seek to achieve this goal during the life of this Plan. Since data are not currently available for detailed analysis of this disparity a study will be conducted to determine if a disparity exists. If so, interim benchmarks for reducing the disparity during the life of this Plan will be set and measures to be undertaken in accomplishing this goal will be established.

Goal (5): *to increase the proportion of white students attending South Carolina State College and Denmark Technical College.*

The State of South Carolina will seek to increase the total proportion of white students attending its two traditionally black institutions, South Carolina State College and Denmark Technical College. However, numerical goals for increasing the white enrollment at these institutions will not be set until increases are achieved in the enrollment of black students in the State higher education system and at traditionally white public institutions. The new recruitment and retention efforts together with the measures set forth in this Plan for enhancing South Carolina State College and Denmark Technical College reflect the State's commitment to this goal.

GRADUATE STUDENTS

Goal (1): *to increase the proportion of black State residents who graduate from undergraduate institutions in the State system and enter graduate study for professional schools in the State system.*

The State of South Carolina sets as a goal by the end of the life of the Plan to have the proportion of black State residents who graduate from

undergraduate institutions in the State system and enter graduate study or professional schools in the State system be at least equal to the proportion of white residents who graduate from such institutions and enter graduate or professional schools in the State system.

A study will be conducted to determine if a disparity exists in the proportions of white and black graduates who enter graduate study or professional schools. If so, interim benchmarks will be set and measures will be undertaken to achieve this goal during the life of this Plan.

Goal (2): to reduce any disparity between the proportion of black and white students completing and graduating from graduate public institutions of higher education.

The State of South Carolina is committed to reducing any disparity between the proportion of black and white students completing and graduating from graduate public institutions of higher education. A study will be conducted to determine if a disparity exists. If so, interim benchmarks for reducing the disparity during the life of this Plan will be set and measures to be undertaken in accomplishing this goal will be established.

This Plan commits the State of South Carolina and all its subdivisions to the following specific measures to achieve its goals for increasing minority student enrollment: (a) expanding mobility between two-year and four-year institutions, (b) undertaking specific new recruitment and retention measures, and (c) undertaking to increase the pool of potential college students.

3. Racial identifiability based on faculty and administrators employed at the traditionally white institutions, at South Carolina State College, and Denmark Technical College.

South Carolina has established the following goals which reflect the State's commitment to eliminating racially identifiable institutions based

on the composition of the faculty and administrators.

Goal (1): *to increase the proportion of black faculty and administrators at each institution, in positions not requiring the doctoral degree.*

A study will be conducted to develop accurate utilization levels for blacks in positions not requiring doctoral degrees. If the utilization level for blacks in positions not requiring the doctoral degree is less than the percent of blacks graduating from the State system in 1981 with master's degrees in appropriate disciplines, activities will be implemented to bring such institutions to the appropriate percentage. This process will be repeated each October during the life of this Plan.

Goal (2): *to increase the proportion of black faculty and administrators at each institution, in positions requiring doctoral degrees.*

The State of South Carolina sets as a goal having the proportion of black faculty and administrators at each institution, in positions requiring doctoral degrees, at least equal the proportion of black individuals in the relevant labor market area with credentials required for such positions. Each institution has established measures to be undertaken to achieve this goal (See Appendix P).

Goal (3): *to have the proportion of black non-academic personnel at each institution equal the proportion of black persons in the relevant labor market area.*

Until the foregoing employment goals are met, the State will endeavor to have the proportion of blacks employed to fill faculty and administrative vacancies, for traditionally white institutions as a whole, to be not less than the proportion of black individuals in the relevant labor market with the credentials required for such positions.

4. Duplication of programs among South Carolina State College and traditionally white institutions with "similar missions in the same service areas."

In the letter of January 7, 1981, to Governor Riley from the U. S. Department of Education, it was stated in the "Summary of Findings" with

reference to "duplication of programs among South Carolina State College and TWIs [traditionally white institutions] with overlapping service areas," that "virtually all of the career oriented programs offered by South Carolina State College are duplicated by the University of South Carolina main campus and Clemson University, TWIs with similar missions in the same service areas," (Emphasis added.)

There appear to be some misconceptions with regard to the basis upon which this conclusion is drawn. Based upon the definition of "service area" used in the January 7, 1981, letter, the facts available do not suggest that the "service area" of South Carolina State College is the same as USC-Columbia, Clemson University, and USC-Aiken. Further, the University of South Carolina, Clemson University, and South Carolina State College do not have similar missions. As stated in Chapter III, the functions of the two universities encompass prescribed areas of graduate and professional study at each, while South Carolina State College places major emphasis on undergraduate instruction, offering graduate level programs only in selected areas.

In considering program duplication the question is whether or not the apparent duplication is real, and where that is the case, whether it is justified on both educational and financial grounds to meet the needs of students and the market place.

The Commission on Higher Education in 1980 began an orderly process of review of all degree programs in public institutions in the State. This process is designed to assess the quality of each program and to provide guidance to the institution and to the State as to whether each should be continued. It may also give guidance on the question of whether new programs in specific fields may be needed. Such judgments cannot be made without detailed study. A decision to terminate a program which may be duplicated

on another campus, for example, may act to restrict opportunity and access, and may therefore impede rather than accelerate the desired goal of removing vestiges of the former dual system.

The Commission on Higher Education will notify the U. S. Department of Education after the Commission has acted to approve any new degree programs at any public institution, with the understanding that this notification process does not constitute or imply any authority of the U. S. Department of Education to either approve or disapprove of such an action. With the same understanding, the Commission will notify the U. S. Department of Education of any programs voluntarily terminated which are made known to it, and of any recommendations made by the Commission for the termination of existing programs.

5. Inequities in resource allocations between the traditionally white institutions and South Carolina State College, with reference to disparities in the number of career-oriented degree programs and in faculty salaries.

The State of South Carolina is committed to providing the necessary resources to permit its two traditionally black institutions, South Carolina State College and Denmark Technical College, to fulfill their missions and to attract white students. This commitment is long standing. This Plan provides detailed descriptions of specific resources and measures which the State is committed to providing for the enhancement of South Carolina State College and Denmark Technical College during the life of this Plan.

The estimated maximum costs of implementing this Plan over the next five years (through 1985-86) are shown in Table 32.

TABLE 32
ESTIMATED MAXIMUM COSTS OF IMPLEMENTING THE SOUTH CAROLINA PLAN
FOR EQUITY AND EQUAL OPPORTUNITY IN THE PUBLIC COLLEGES
AND UNIVERSITIES (1981-82 THROUGH 1985-86)

	Total Maximum
1. Student Recruitment	\$ 2,000,000
2. Faculty Recruitment	500,000
3. Enhancement (Denmark T.C.)	1,100,000*
4. Enhancement (S. C. State)	7,800,000
5. Faculty Salaries (Adj.) (S. C. State)	2,100,000**
6. Graduate Incentive Scholarships	1,500,000
7. Monitoring the State Plan (Commission on Higher Education)	300,000
Sub-Total	15,300,000
8. New Capital funds, B.A. Building (S.C. State)	<u>4,500,000</u>
Total	\$ 19,800,000

The Commission on Higher Education is the State agency charged with the responsibility of monitoring the implementation of the Plan. The Commission will submit a comprehensive narrative assessment of the State's efforts to implement this Plan annually to the Governor and the U. S. Department of Education by August 15 of each year during the five years of the Plan.

* The described activities costs on pages 104 through 107 of the Plan are estimated first year costs. The \$1.1 million for the enhancement of Denmark Technical College is the estimated costs for such activities over the life of the Plan.

** The dollar amounts on pages 102 and 103 of the Plan are the initial costs to put South Carolina State's average faculty salaries in line with its peer institutions (\$293,309) and to provide for faculty promotions already approved (\$56,295). The \$2.1 million for faculty salaries adjustment (South Carolina State College) represent the five-year cost for this activity.

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UNITED STATES DEPARTMENT OF EDUCATION



REGION IV
101 MARIETTA TOWER
ATLANTA, GEORGIA 30323

OFFICE FOR CIVIL RIGHTS

JAN 7 1981

- The Honorable Richard W. Riley
Governor
The State of South Carolina
Columbia, South Carolina 29208

Dear Governor Riley:

In January 1979, the staff of the Office for Civil Rights (OCR) in the Department of Health, Education, and Welfare (HEW) advised Ms. Ruby Fricks, Executive Assistant to former Governor James B. Edwards, and Dr. Howard R. Boozer, Director of the South Carolina Commission on Higher Education, that the Office for Civil Rights would conduct a statewide review of higher education in South Carolina under Title VI of the Civil Rights Act of 1964.^{1/} Title VI provides that:

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Under Title VI, the constitutionally mandated affirmative duty to eliminate all vestiges of a previously dual higher education system is a condition of receipt of Federal financial assistance. Taylor v. Cohen, 405 F.2d 277 (4th Cir. 1968). Because the duty to desegregate is affirmative in nature, the Supreme Court has held that the mere adoption of racially neutral policies for prospective application is not adequate to remedy the consequences of past discriminatory conduct. Davis v. School Commissioners of Mobile County, 402 U.S. 33, 37 (1971); Swann v. Charlotte-Mecklenburg Board of Education, 402 U.S. 1, 25 (1971).

The affirmative duty to desegregate, recognized in the elementary and secondary school desegregation cases cited above, is equally applicable to state systems of higher education. Adams v. Richardson, 480 F.2d 1159 (D.C. Cir. 1973); Geier v. Blanton, 427 F.Supp. 644 (M.D. Tenn. 1977), aff'd sub nom. Geier v. University of Tennessee, 597 F.2d 1056 (6th Cir. 1979), cert. denied 444 U.S. 886 (1979). As described in Norris v. State Council of Higher Education, 327 F.Supp. 1368, 1373 (E.D. Va. 1971), aff'd, 404 U.S. 908 (1971), a state's duty is to "convert its white colleges and black colleges into just colleges."

^{1/}The responsibility for conducting this Title VI review was transferred to the Department of Education (ED) by authority of the Department of Education Organization Act, 20 U.S.C. 3441 (1980).

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At the January 1979 meeting with Ms. Fricks, and in letters to all the institutions providing information, we explained that the primary purpose of our review was to determine whether vestiges of the system's former racial segregation remain.

During February and March of 1979, OCR staff collected information concerning the thirty-three institutions and their boards of governance which comprise the South Carolina system. In addition, we conducted onsite reviews at six institutions. Enclosed at Appendix A is a list indicating those institutions which received onsite reviews, as well as all institutions and boards of governance in the South Carolina system.

Based upon the evidence we have collected, it is our finding that the State of South Carolina, in violation of Title VI of the Civil Rights Act of 1964, has failed to eliminate the vestiges of its former de jure racially dual system of public higher education, a system which segregated blacks and whites. A description of the basis for this conclusion is summarized elsewhere in this letter (see Summary of Findings) and further explained at Appendix B. Accordingly, we request that you submit a statewide desegregation plan which will fully desegregate the South Carolina system of higher education. Guidance for the development of this plan is found herein (see Guidelines for a Remedy) and at Appendix C, Revised Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education. 43 Fed. Reg. 6658 (1978). In addition, we may issue letters of findings to institution presidents as Title VI compliance problems are identified which can be cured at the institutional level.

Summary of Findings

Article XI, Section 7, of the South Carolina Constitution of 1895 mandated that "separate schools shall be provided for children of the white and colored races, and no child of either race shall be permitted to attend a school provided for children of the other race." In conformity with this constitutional mandate, South Carolina operated South Carolina State College, established exclusively for blacks in 1896 as the "Colored Normal, Industrial, Agricultural and Mechanical College." In addition to South Carolina State College, at least one technical institution, Denmark Technical Education Center, was established as an area trade school for blacks. A description of the system's history and governance is provided herein at Appendix B.

As described below, we have found that many of the characteristics of the former de jure segregated system still remain in South Carolina's public system of higher education:

1. Racial Identifiability Based on Student Headcount Enrollment

Black students remain concentrated at South Carolina State College, a senior level traditionally black institution

and white students at the senior level traditionally white institutions (TWIs). In 1978, South Carolina State College had a total student enrollment at the undergraduate level that was 98.6 percent black. South Carolina State accounted for 6.0 percent of the total student enrollment at the senior institutions in the South Carolina system of higher education; however, 42.4 percent of blacks enrolled in undergraduate programs in South Carolina senior colleges and universities were attending the TBI. Conversely, the eleven senior TWIs were 91.4 percent white and enrolled approximately 99.9 percent of all white undergraduate students enrolled in senior institutions.^{2/} Moreover, South Carolina black high school graduates go on to public higher education at a lesser rate than white high school graduates. Thus, because of the racial composition of their enrollments, the senior institutions in the South Carolina system are racially identifiable as intended for students of a particular race, thereby perpetuating the dual nature of the State's higher education system.^{3/}

2. Inequities in Resource Allocations to South Carolina State College

Under the former de jure system, the State's resources were not equitably allocated between South Carolina State College and senior level TWIs. We found that disparities continue to exist. For example, we found that as of 1978, South Carolina State College had more limited curricula and lower faculty salaries than TWIs in the system with similar educational missions or characteristics. With regard to curricula, our review for the academic year 1978-1979 revealed disparities in the number and scope of career oriented degree programs offered at South Carolina State College and Clemson University, the State's two land grant institutions. For example, Clemson University offers 9 bachelor's, 18 master's, and 7 doctoral programs in

^{2/} Our investigation also revealed recruitment practices which may contribute to the perpetuation of racially identifiable colleges and universities in South Carolina. These institutions participate in the Educational Opportunities (ED-OP) Tour, which is sponsored by the Carolina Association of Counselors, Registrars, and Admissions Officers. We found that nearly all of the private academies on the tour that host higher education institutions on an "Invitation Only" basis do not extend invitations to South Carolina State College.

^{3/} One technical institution in the South Carolina system also has maintained its racial identity. Denmark Technical Institution was established in 1948 as a private school for blacks. It became a part of the State system in 1969. At the time of the review, Denmark Technical Education Center had not reported racial characteristics of its student body and staff to the Federal Government. However, as reported in 1979 in the Vocational Education Civil Rights Survey, the racial composition of students was 94 percent black and staff was 96.4 percent black.

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Agriculture and Home Economics, and 8 bachelor's, 18 master's and 9 doctoral programs in Engineering. South Carolina State College, however, offers only 3 bachelor's programs in Engineering Technology and 4 bachelor's and 1 master's program in Home Economics.

We also found that average faculty salaries at South Carolina State College were lower than those at all other public senior institutions except the University of South Carolina branch campuses. For example, the average faculty salary at South Carolina State was 17.7 percent and 13.5 percent less, respectively, than the average faculty salaries at The Citadel and Winthrop, two traditionally white institutions that are comparable as defined by the Carnegie Council's classification of institutions.

3. Duplication of Programs Among South Carolina State College and TWIs with Overlapping Service Areas

We have found that virtually all of the career oriented programs offered by South Carolina State College are duplicated by the University of South Carolina main campus and Clemson University, TWIs with similar missions in the same service areas.^{4/} (The term "service area" refers to the area from which an institution actually draws a preponderance of its students.) In addition, the State's upgrading of the University of South Carolina-Aiken, which is located 40 miles from the TBI, from a two-year branch to a four-year branch in 1976 increased program duplication. Such extensive mission and program duplication deprives South Carolina State College of any significant unique feature other than its racial identity, and thus encourages students to choose institutions on the basis of their traditional racial identities rather than on the basis of the particular features and programs of the institution.

4. Racial Identifiability of Governing Boards

Blacks did not serve on the TWI governing boards when the institutions were segregated by law. The continuing low representation of blacks on TWI governing boards has perpetuated the racial identity of the boards and the institutions they control. This reinforces the former dual system and encourages students to enroll in institutions on the basis of their racial identity.

^{4/} This analysis encompassed only career oriented programs. Traditional liberal arts programs (e.g., Mathematics, Letters) were not included because they are considered fundamental to all institutions of higher education.

There are seven statutory boards of governance for South Carolina's senior public institutions, the combined membership of which (excluding ex officio members) is eighty-four. The General Assembly elects seventy-two of the members. There are only seven black members, four of whom are members of South Carolina State College's governing board. The remaining three black board members serve on the State College Board of Trustees, which governs Francis Marion College, the College of Charleston and Lander College.

5. Racial Identifiability of Faculty and Administrators

In 1977, black faculty in the South Carolina public higher education system were concentrated at South Carolina State College, and white faculty were concentrated at the TWIs.^{5/} Of the 7627 instructional employees in the public higher education system in 1977, 623 (8.1 percent) were black. While South Carolina State employed 3.9 percent of faculty in the 31 reporting institutions in 1977, it employed 40 percent of the black full-time faculty. Conversely, 99 percent of the white full-time faculty in the system were employed at the other 30 institutions. In addition, the racial composition of faculty at South Carolina State College was 82.1 percent black, while the racial composition of faculty at the 30 other institutions was 95.8 percent white. In 1978, the percentage of black faculty ranged from none at USC-Coastal to 6.7 percent at USC-Spartanburg.

In 1977 black administrators also were concentrated at South Carolina State and white administrators were concentrated at the TWIs.^{6/} South Carolina State employed

^{5/}Excluded from the following computations and accompanying document, were Denmark Technical Education Center and Williamsburg Regional Manpower Training Center, which did not report the racial characteristics of their staffs until 1979. In the Vocational Education Civil Rights Survey that year, Denmark reported that its total staff was 96.4 percent black; Williamsburg reported that its total staff was 35.7 percent black.

^{6/}Racial characteristics of staff at Denmark and Williamsburg were reported in different employment categories than reported by the other 31 institutions in the system. We therefore have limited our discussion of employment at these two institutions to the racial characteristics of total staff employment.

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two percent of the administrators in the 31 reporting institutions in 1977, however, it employed 39 percent of the black administrators. Conversely, 99.9 percent of the white administrators were employed at the other 30 institutions. The racial composition of the administrative staff at South Carolina State was 93.3 percent black, while the racial composition of administrators at the 30 other institutions was 98 percent white.

The concentration of black faculty and administrators at the TBIs and white faculty and administrators at the TWIs again confirms the racial identifiability of these institutions. Like the characteristics previously discussed, the racial identifiability of faculty and staff serves to perpetuate the State's former de jure system by deterring students from selecting institutions without regard to race.

Guidelines for a Remedy

The continued existence of vestiges of a formerly de jure racially dual system of public higher education constitutes a violation of Title VI. The implementing regulation of Title VI, at 34 C.F.R. §100.3 (b) (6) (i), requires that:

In administering a program regarding which the recipient has previously discriminated against persons on the ground of race, color, or national origin, the recipient must take affirmative action to overcome the effects of prior discrimination.

Educational institutions which have previously been segregated by law or other state action have an affirmative duty to adopt measures necessary to overcome the effects of past segregation. To fulfill the purpose and intent of the Civil Rights Act of 1964, it is not sufficient that an institution maintain a nondiscriminatory admissions policy if the student population continues to reflect the formerly de jure racial identification of that institution. Thus, the State of South Carolina must take action to desegregate its public higher education system.

Guidelines for developing a statewide remedy to eliminate the vestiges of a racially dual system of higher education are enclosed at Appendix C. These guidelines (the Criteria) were originally developed in response to a court order for the Department of Health, Education, and Welfare to provide guidance to state systems found to be in violation of Title VI. Adams v. Califano, 430 F. Supp. 118 (1977). The Department of Education has adopted the Criteria as its primary form of guidance to states required to develop statewide desegregation remedies.

The Criteria provide substantial guidance while retaining sufficient flexibility for a state to develop a statewide desegregation plan. The Criteria permit the state to take account of the differing status of desegregation at the individual institutions. Accordingly, some institutions in the South Carolina system may have a relatively minor role in the state-

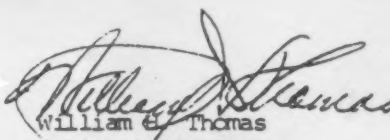
Page 7 - The Honorable R. W. Riley

wide plan. Most of the two-year institutions may fall into this category; however, special attention should be given to Denmark because of its history and racial composition. The plan should, nevertheless, include all institutions in the system and take account of the effect that remedial measures applied to one institution will have on other institutions (junior level and senior level) sharing the same service area.

Accordingly, you are requested to submit a statewide desegregation plan within 60 days of receipt of this letter. After receipt of the plan, there will be a 60-day evaluation period during which time we shall communicate with you or your representatives, as necessary, regarding any needed clarifications and modifications of the plan. At the end of this 120-day period, this Department must either accept the plan or initiate enforcement proceedings. These proceedings may take the form of an administrative hearing which may ultimately result in the loss of Federal financial assistance or judicial action which may require the adoption of a remedial action plan. I recognize that these time constraints for developing a plan are severe; however, the December 1977 Adams order compels us to adhere to them. (This order requires the Department to complete civil rights complaint investigations and compliance reviews within specified time periods.)

We stand ready to assist State officials in developing a statewide desegregation plan. To this end, it would be helpful if you would designate one or more officials to represent the State in this matter. I would like to arrange a meeting with your designee(s) in the near future to discuss the Criteria and to facilitate the development of an acceptable plan. Therefore, would you please advise me of the name(s) as soon as possible? We are hopeful that South Carolina will resolve this matter voluntarily and look forward to working with State officials on the development of a plan to desegregate fully the South Carolina public higher education system.

Sincerely,


William E. Thomas
Regional Director
Office for Civil Rights
Region IV

Enclosures

cc: Dr. Howard R. Boozer, Director, South Carolina Commission on Higher Education
Presidents of South Carolina Public Colleges and Universities
Heads of Boards of Governance within the South Carolina System

Appendix A

South Carolina Institution of Public Higher Education
(Senior Institutions only)

Institution	Location	Associate of Arts	Baccalaureate	Masters	Doctorate	First Professional	Rec'd Onsite Review
Clemson University	Clemson		x	x	x		x
College of Charleston	Charleston		x	x			x
Francis Marion College	Florence	x	x				x
Lander	Greenwood	x	x				
Medical University of South Carolina	Charleston	x	x	x	x	x	x
South Carolina State College	Orangeburg		x	x			x
The Citadel	Charleston		x	x			
University of South Carolina-Main Campus	Columbia	x	x	x	x	x	x
Aiken	Aiken	x	x				
Coastal	Conway	x	x				
Spartanburg	Spartanburg	x	x				
Winthrop College	Rockhill	x	x	x			

South Carolina Institution of Public Higher Education
(Junior Institutions only)

	<u>Location</u>	<u>Associate Degree</u>	<u>Rec'd Onsite Review</u>
<u>University of South Carolina (USC) 2-year campuses</u>			
Salkehatchie	Allendale	x	
Beaufort	Beaufort	x	
Lancaster	Lancaster	x	
Sumter	Sumter	x	
Union	Union	x	
<u>Technical Education Centers and Colleges</u>			
Aiken Technical Education Center	Aiken	x	
Beaufort Technical Education Center	Beaufort	x	
Chesterfield Marlboro Technical College	Chesterfield	x	
Denmark Technical Education Center	Denmark	x	
Florence-Darlington Technical College	Florence	x	
Greenville Technical College	Greenville	x	
Horry-Georgetown Technical School	Horry	x	
Midlands Technical College	Columbia	x	
Orangeburg-Calhoun Technical College	Orangeburg	x	
Piedmont Technical College	Greenwood	x	
Spartanburg Technical College	Spartanburg	x	
Sumter Area Technical College	Sumter	x	
Tri-County Technical College	Anderson	x	
Trident Technical College	Charleston	x	
Williamsburg Regional Manpower Training Center	Williamsburg	x	
York Technical College	York	x	

BOARDS OF GOVERNANCE

Mr. Howard R. Boozer, Executive Director
South Carolina Commission on Higher Education

Mr. I. P. Stanback, Chairman
Board of Trustees
South Carolina State College

Mr. R. Markley Dennis, Sr., Chairman
Board of Trustees
University of South Carolina

Mr. Paul W. McAlister, Chairman
Board of Trustees
Clemson University

Dr. Charles B. Hanna, Chairman
Board of Trustees
Medical University of South Carolina

Mr. F. Mettchell Johnson, Chairman
State College Board of Trustees
Francis Marion College
Lander College
College of Charleston

Colonel William F. Prioleau, Jr., Chairman
Board of Visitors
The Citadel

Mr. Howard L. Burns
Board of Trustees
Winthrop College

Mr. Francis Bell, Chairman
State Board of Technical and Comprehensive Education

Appendix B

STATEMENT OF FINDINGS

I. HISTORY OF SEGREGATION IN THE SOUTH CAROLINA HIGHER EDUCATION SYSTEM

A. Impact of State Laws

Article XI, Section 7, of the South Carolina Constitution of 1895 stated:

Separate schools shall be provided for children of the white and colored races, and no child of either race shall ever be permitted to attend a school provided for children of the other race.

This Constitutional provision, and the laws enacted to implement it, created a de jure racially segregated educational system in the State of South Carolina including its public colleges and universities.

During the period of de jure segregation, the State operated South Carolina State College exclusively for blacks, as the wording of the controlling statute indicates:

There shall be established within this state a normal, industrial, agricultural and mechanical college for the higher education of the colored youth of the state, and such college shall be known as South Carolina State College. S.C. Code §22-551 (1962) (Repealed).

In addition, in 1948 a technical institution, currently known as Denmark Technical Education Center, was established exclusively for the education of black students.

Following the United States Supreme Court decision in Brown v. Board of Education, 347 U.S. 483 (1954), the provisions of the Constitution and laws of South Carolina requiring segregated public schools were held to be unconstitutional. Briggs v. Elliott, 132 F. Supp. 475 (E.D. S.C. 1955). However, the legislature of South Carolina responded by passing a statute which required the closure of any institution of higher education that was subject to a court order requiring admission of a student. S.C. Code §22-3 (1962) (repealed). The same statute dictated the closure of South Carolina State College should any of the traditionally white institutions be closed. As recently as 1963, State law provided financial assistance for study at an out-of-state institution for black students who wished to take courses that were not offered at South Carolina State College. See Gantt v. Clemson Agricultural College of South Carolina, 320 F. 2d 611 (4th Cir. 1963). In that year blacks sued for admission to Clemson University and to the University of South Carolina. Gantt, supra; Montieth v. University of South Carolina, 8 Race Relations L.R. 886 (1963).

It was not until 1972 that specific racially restrictive language was removed from State laws applicable to higher education institutions. In 1973, Article XI of the South Carolina Constitution was revised and the section mandating segregated education was deleted. However,

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the statute requiring segregated education has not been repealed. S.C. Code §59-63-10 (1976).

B. Origin and Growth of South Carolina State College

The origins of South Carolina State College go back to 1872 when the Agricultural College and Mechanic's Institute was founded at Orangeburg. In 1878, the Mechanic's Institute was renamed Claflin College. An Act of 1887 referred to Claflin College as "exclusively for colored students." 1887 S.C. Acts No. 397.

When Congress passed the Morrill Act of 1862, which provided funds for the establishment of land grant colleges, South Carolina designated the South Carolina College of Mechanical and Industrial Arts (part of the University of South Carolina) as the land grant college for the State, but blacks were denied access. (Clemson University was designated the land grant institution for whites in 1889.) In 1896, Claflin College was renamed the Colored Normal Industrial, Agricultural and Mechanical College and designated the land grant institution for blacks. The college was granted 116 acres in Orangeburg, land originally purchased with funds from the first Morrill Act.

The Southern Association of Colleges and Secondary Schools accredited the college in 1932. In 1946, the College established graduate programs and a law school, the first public provision for graduate and professional training for Negroes within the State.^{1/}

In 1954, the South Carolina Legislature approved a change in name from South Carolina Colored, Normal, Industrial, Agricultural and Mechanical College, to South Carolina State College.

^{1/}The law school resulted from a lawsuit brought by a black seeking admission to the law school of the University of South Carolina, Wrighten v. Board of Trustees of the University of South Carolina, 42 F. Supp. 948 (E.D.S.C. 1947). The school was closed in 1966.

II. PRESENT STRUCTURE AND GOVERNANCE OF THE STATE HIGHER EDUCATION SYSTEM

A. Structure

The public higher education system is comprised of twelve senior colleges and universities, five two-year campuses of the University of South Carolina and sixteen technical education centers and colleges. All of the senior colleges and universities offer bachelor's degrees; eight of these also grant master's degrees, three offer doctoral degrees and two offer first professional programs.

In 1967, an act of the General Assembly established a coordinating body for higher education, the South Carolina Commission on Higher Education. 1967 S.C. Acts No. 194. Subsequent legislation substantially modified the role of the Commission. 1978 S.C. Acts No. 410, codified at S.C. Code § 59103-5 et. seq. (1979 Supp.). The primary purpose of the Commission is "the strengthening of all the State's institutions of higher learning, to the end that quality education and training beyond high school may be available to every citizen who desires it and can be expected to profit from it." South Carolina Commission on Higher Education, Annual Report, p.7 (1978).

Twelve of the eighteen members of the Commission, two from each congressional district, are appointed by the Governor subject to the advice and consent of the majority of the legislative delegates of the congressional district; six members, one per congressional district, are selected by the majority of the legislative delegates for the district and recommended to the Governor for appointment.

The Commission serves in an advisory capacity to the State Budget and Control Board and the General Assembly in matters pertaining to the allocation of State funds for capital improvements and appropriations for the daily operation of public institutions of higher education. The Commission recommends lump-sum institutional budget appropriations requests, using a formula which reflects student enrollments, student-faculty ratios, uniform salary assumptions, and average percentages to cover institutional functions.

More specifically, according to the provision of the 1978 legislation, the Commission's powers and responsibilities include:

1. Adopting or modifying institutional budgets and presenting the budgets on behalf of the institutions to the General Assembly;
2. Recommending institutional capital improvements and new programs to the State Budget and Control Board and/or the General Assembly;
3. Formulating a master plan for higher education for adoption by the General Assembly; and
4. Approving new campus construction.

B. Governance and Statutory Origins

South Carolina's higher education institutions exhibit the following patterns in their structures of governance (a chart depicting the structures of governance for these institutions and a map showing their locations are attached at the end of this section):

1. The University of South Carolina

The University of South Carolina (USC) was chartered by the legislature in 1801 as South Carolina College. In 1906, it was rechartered as the University of South Carolina, and a graduate School was organized. Schools of law, business, education, engineering, medicine, and other professions were added subsequently.

The USC Board of Trustees governs the main campus at Columbia, three four-year campuses and five two-year campuses. Sixteen members, one from each judicial circuit in the State, are elected by general vote of the General Assembly. The Governor, the State Superintendent of Education and the two Chairpersons of the General Assembly Education Committee serve as ex officio members.

2. State College Board of Trustees

The State College Board of Trustees was created by statute in 1969 to govern Francis Marion College and any other four-year public institution of higher education created thereafter. The Board currently is responsible for three institutions: Francis Marion College, the College of Charleston and Lander College.

Francis Marion College, once a two-year branch of the University of South Carolina, was authorized as a separate senior institution in 1969. The College of Charleston, founded in 1785, was a municipally and county supported institution between 1826 and 1949, operated as a private school for twenty-one years, and in 1970, became a state-supported institution governed by the College Board of Trustees. Lander College, founded in 1872 as a private church-affiliated school and transferred to county government control in 1951, became a state-supported institution and was placed under the governance of State College Board of Trustees in 1973. Each of the three institutions has a president appointed by the Board.

3. Boards Which Govern a Single Institution

Clemson University, the Citadel (the Military College of South Carolina), Winthrop College, South Carolina State College and the Medical University of South Carolina are governed by independent institutional Boards of Trustees.

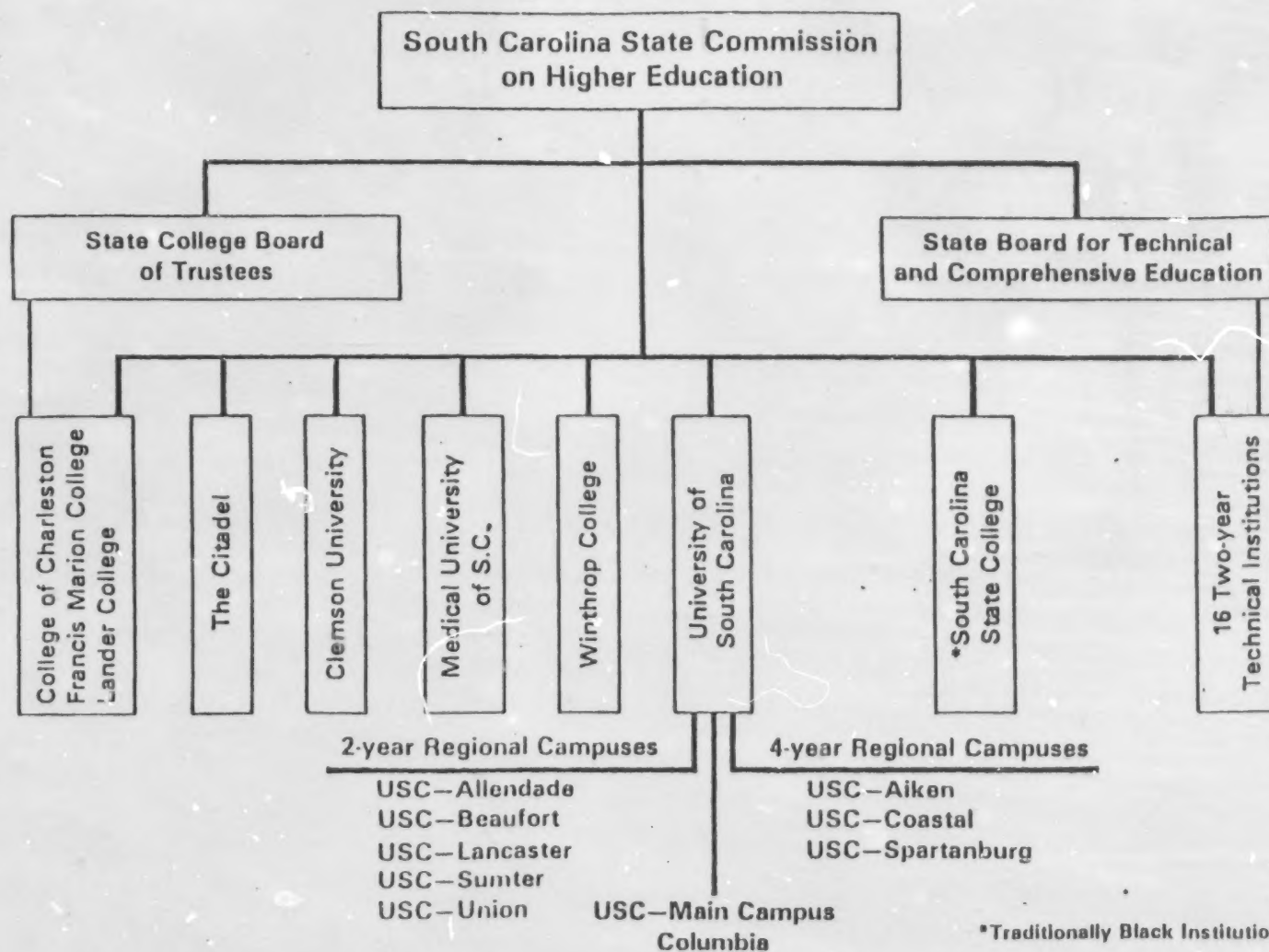
Clemson University, until 1964 called Clemson Agricultural College, was established by the State legislature in 1889 pursuant to the will of Thomas G. Clemson. As provided in the will, seven of the thirteen members of the Board of Trustees are successors to the nominees in the will; the remaining six members are elected by the General Assembly. A majority of the members of the Boards of Trustees of the three other institutions are also elected by the General Assembly.

In addition to the board members elected by the General Assembly and alumni, several State officials and legislators serve as ex officio members of each Board.

4. Technical Education Centers and Colleges

The technical education system, which was established in 1961, is comprised of sixteen institutions governed by fourteen area technical education commissions. The system is governed by the State Board for Technical and Comprehensive Education created by law in 1972. The Board advises the Governor, the General Assembly, and the State Budget and Control Board, but all Board decisions pertaining to college parallel programs within the technical and comprehensive education institutions are subject to approval of the State Higher Education Commission.

Structure of South Carolina Public Higher Education System



Senior Institutions

1. Winthrop College
2. Francis Marion College
3. The Citadel
4. College of Charleston
5. Medical University of South Carolina
- *6. South Carolina State College
7. Lander College
8. Clemson University
9. University of South Carolina (USC)
USC—Main Campus
10. USC—Coastal
11. USC—Aiken
12. USC—Spartanburg

University of South Carolina 2-year Campuses

13. USC—Salkehatchie
14. USC—Beaufort
15. USC—Lancaster
16. USC—Sumter
17. USC—Union

Technical Education Centers and Colleges (2-year)

18. Aiken Technical Education Center
19. Beaufort Technical Education Center
20. Chesterfield Marlboro Technical College
- * 21. Denmark Technical Education Center
22. Florence-Darlington Technical College
23. Greenville Technical College
24. Horry-Georgetown Technical School
25. Midlands Technical College
26. Orangeburg-Calhoun Technical College
27. Piedmont Technical College
28. Spartanburg Technical College
29. Sumter Area Technical College
30. Tri-County Technical College
31. Williamsburg Regional Manpower
Training Center
32. Trident Technical College
33. York Technical College

*Traditionally Black Institution

South Carolina Public Institutions of Higher Education



III. REMAINING CHARACTERISTICS OF THE FORMERLY DUAL SYSTEM

A. Racial Identifiability Based on Student Headcount Enrollment

Under the de jure dual system, all black students in the South Carolina public system of higher education were required to attend the traditionally black institutions (TBIs) and all white students were required to attend the traditionally white institutions (TWIs). We have reviewed data reported by the twelve public senior institutions in 1975, 1976, 1977 and 1978 to the South Carolina Commission on Higher Education. Although there has been some progress made since 1963 by certain institutions in enrolling students of the race which was formerly excluded, we have found that student enrollment at these institutions continues to reflect their former segregated status. Thus, black students continue to be concentrated at TBIs and white students at TWIs. (A chart characterizing student enrollment at the senior institutions appears at the conclusion of this section.)

For the years 1975 and 1978, respectively, South Carolina State College enrolled 47.4 percent and 42.4 percent of all black students at the baccalaureate level in senior institutions; yet the TBI enrolled only 6.4 percent and 6.0 percent, respectively, of the total students at this level. Conversely, in 1975 and 1978, respectively, 99.7 percent and 99.9 percent of the white students at the baccalaureate level were enrolled at the TWIs.

In 1975, according to data from the South Carolina Commission on Higher Education, 96.2 percent of the total enrollment at South Carolina State College was black. Conversely, 92.6 percent of the total enrollment at the senior level TWIs was white. Between 1975 and 1978, while the percentage of black enrollment at the TWIs increased slightly from 7.4 percent to 8.6 percent, the percentage of black enrollment at South Carolina State also increased from 96.2 percent to 98.6 percent. Correspondingly, the percentage of white enrollment at South Carolina State College decreased from 3.8 percent to 1.4 percent. In 1978, the percentage of black enrollment at the senior TWIs, excluding USC-two year branches, ranged from 2 percent at Clemson to 17% at Lander College.

Student enrollment at the two-year institutions in the system, with the exception of Denmark Technical Education Center (discussed below), generally does not reflect the former segregation in the South Carolina system of higher education. Black enrollment at the USC-two year campuses, in 1978, ranged from 18 percent at the Lancaster campus to 27 percent at the Union campus. According to information provided by the technical institutes in the 1978 Higher Education General Information Survey and the 1979 Vocational Education Civil Rights Survey, black enrollment in these institutions, with the exception of Denmark Technical Education Center, ranged from 14.2 percent at Tri-County Technical College to 53 percent at Williamsburg. Denmark Technical Education Center, established in 1948 as an area trade school for blacks, continues to reflect its original racially segregated status with student enrollment in 1979 at 94 percent black and staff, 96.4 percent black. (A table summarizing the racial composition of student enrollment at the individual two-year institutions is included at the end of this section.)

The effect of the racial identifiability of South Carolina institutions of higher education is exacerbated by the relatively low college-going rate of black students in the State. In 1978, the rate at which South Carolina's black high school graduates went on to the 31 public higher education institutions was 51.8 percent lower than the rate at which the white high school graduates went on to these institutions.^{2/}

Recruitment practices may contribute to the racially identifiable enrollments described above. South Carolina's public higher education institutions participate in the Educational Opportunities (ED-OP) Tour. This annual recruiting tour, which lasts approximately ten weeks, is sponsored by the Carolina Association of Counselors, Registrars, and Admissions Officers. The ED-OP programs give high school seniors and juniors the opportunity to meet with representatives of institutions of higher education at their own high school or at a regional location. All South Carolina high schools, both public and private, are invited to participate in the programs.

Our investigation of the 1978 ED-OP Tour revealed that several of the private predominantly white academies included on the tour stipulate that attendance of higher education institutions was on an "Invitation Only" basis. The Ed-OP program guide instructed institutional representatives as follows:

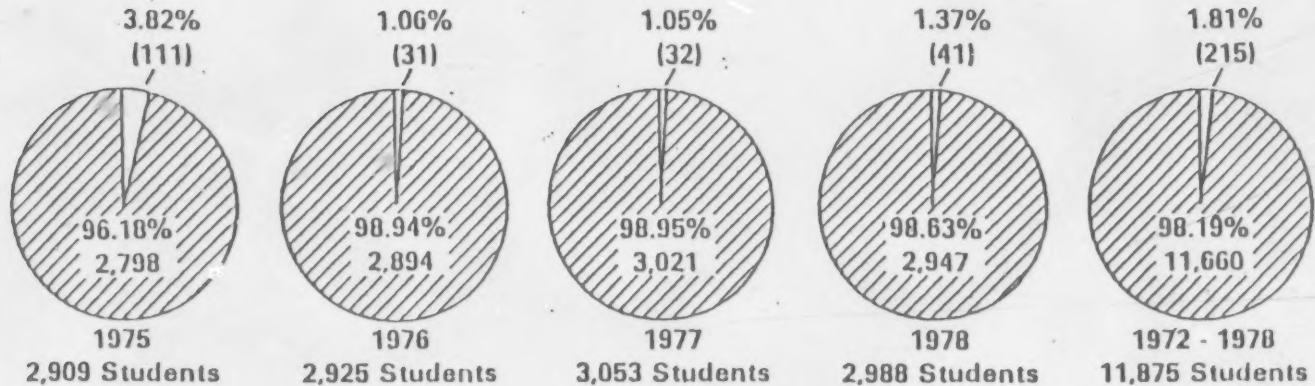
You will also notice that a few high schools have "Invitation Only" after the contact person. This should be self-explanatory, no representative should attend these programs without an invitation from the host school. ED-OP 78 South Carolina, p.1.

South Carolina State College received an invitation from only one of the twenty-three academies that limited participation to representatives of invited institutions. Before engaging in any recruitment activity, State officials should confirm that the activity is available without regard to race to insure that State institutions do not participate in racially discriminatory recruitment activities.

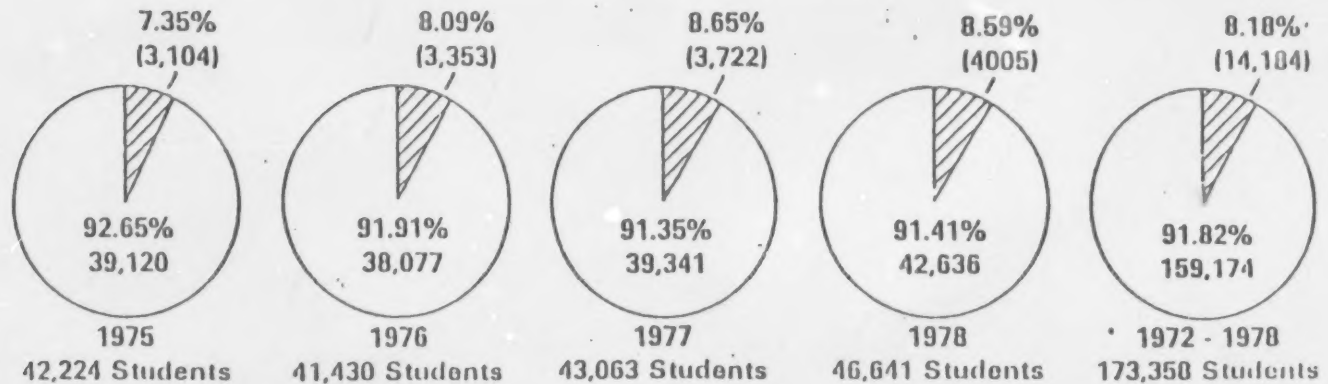
^{2/}Based on data provided by the institutions in the 1976 and 1978 Higher Education General Information Survey - Fall Enrollment and Compliance Report (HEW/OE).

South Carolina Senior Public Institutions Undergraduate Headcount Enrollment Academic Years 1975 - 1978

Traditionally Black Institution



Traditionally White Institutions



Data Source: Information Submitted to
OCR, Region IV by S.C. Commission
on Higher Education.

Black

White (includes a limited number of
non-black minorities)

TABLE I

Percentage of Blacks Enrolled in South Carolina

Two Year Institutions of Higher Education

Headcount Enrollment - 1978/79*

Two Year Campuses of the University of South Carolina

USC at Allendale (Salkehatchie)	20.5 percent black
USC at Beaufort	17.8
USC at Lancaster	14.0
USC at Sumter	17.0
USC at Union	20.8

Technical Institutions

Aiken Technical Education Center	27.1 percent black
Beaufort Technical Education Center	51.6
Chesterfield-Marlboro Technical College	33.9
Denmark Technical Education Center	94.0
Florence-Larlington Technical College	39.4
Horry-Georgetown Technical School	27.4
Midlands Technical College	34.0
Orangeburg-Calhoun Technical College	48.6
Piedmont Technical College	38.1
Spartanburg Technical College	15.8
Sumter Area Technical College	44.0
Tri-County Technical College	14.2
Trident Technical College	24.7
Williamsburg Regional Manpower Training Center	53.0
York Technical College	26.6

* Sources: 1978 Higher Education General Information Survey and 1979 Vocational Education Civil Rights Survey

B. Inequities in Resource Allocations to South Carolina State College

In the past State resources were not equitably allocated between TWIs and South Carolina State College. In our review, we found that these disparities continue to exist; for example:

1. Disparities in Number of Career Oriented Degree Programs at Land Grant Institutions

Clemson University was designated as a land grant institution under the terms of the Morrill Act of 1862. In 1896, South Carolina State College was designated the State's land grant institution for blacks. The second Morrill Act required that each state receiving land grant funds either integrate its white land grant institution or provide separate land grant facilities for blacks. The Morrill Act of 1890, 7 U.S.C. § 321 et. seq. South Carolina chose to provide separate facilities. South Carolina State College, no less than Clemson University, was intended to offer a range of degree programs in traditional land grant disciplines, notably Agriculture, Engineering and Home Economics. Historically, however, the disproportionate allocation of resources resulted in a significant disparity in the range of career oriented programs offered at the two institutions.

We found that in 1978 South Carolina State College offered 4 bachelor's programs and 1 master's program in Home Economics and 3 bachelor's programs in Engineering Technology. The baccalaureate degree program in Engineering had been discontinued in 1958. Degree programs in Agriculture were discontinued in 1967 in favor of a cooperative arrangement with Clemson University whereby students at the TBI could enroll as transfer students in agricultural programs. This cooperative program may have contributed to the desegregation of Clemson University, by encouraging black students to transfer to that institution. However, it did not aid in desegregation of South Carolina State College, and may have had a detrimental effect, since it appears that South Carolina State lost land grant programs without acquiring comparable replacements.

In contrast, Clemson University offers 9 bachelor's, 18 master's and 7 doctoral programs in Agriculture and Home Economics, and 7 bachelor's, 18 master's and 9 doctoral programs in Engineering, and 1 bachelor's program with three areas of specialization in Engineering Technology.

2. Disparities in Faculty Salaries

We found that in 1977-78, average faculty salaries at South Carolina State College were less than average faculty salaries at all other public senior institutions except the USC branch campuses. According to information published by the South Carolina Commission on Higher Education, the average salaries of professors and assistant professors at South Carolina State College were less than those of professors at all other senior institutions except the USC branch campuses. The

average salaries of associate professors at South Carolina State College were less than those of associate professors at all other senior institutions except Lander College and the USC branch campuses. The average salaries of instructors at South Carolina State College were less than those of instructors at the other senior institutions except Francis Marion College and the USC branch campuses.

The following tables show the rate of faculty compensation at South Carolina State and at two comparable TWIs, The Citadel and Winthrop College.^{3/}

Average Faculty Salaries
1977-78, 9 month contract basis ^{4/}

<u>Rank</u>	<u>S.C. State</u>	<u>Winthrop</u>	<u>The Citadel</u>
Professor	\$19,356	\$22,314	\$22,922
Associate	16,449	18,346	18,691
Assistant	14,051	15,346	15,682
Instructor	11,341	12,297	13,037
All Ranks	14,514	16,768	17,617

South Carolina State College Average
Salary Differences

<u>Rank</u>	<u>Percent(%) of Winthrop</u>	<u>% of The Citadel</u>
Professor	-13.3%	-15.6%
Associate	-10.4%	-12.0%
Assistant	- 8.5%	-10.5%
Instructor	- 7.8%	-13.1%
All Ranks	-13.5%	-17.7%

^{3/}South Carolina State College, Winthrop College, and The Citadel are classified as Comprehensive Universities and Colleges I by the Carnegie Council in Policy Studies in Higher Education A Classification of Institutions of Higher Education (1976).

^{4/}Averages (mean) include 10 1/2, 11 and 12 month contract salaries converted to 9 month basis.

C. Duplication of Programs Among South Carolina State and TWIs

An important feature of the former de jure system was the existence of many parallel or duplicated programs offered at the TBI and TWIs with similar missions and/or service areas.^{5/} Our review of the 1978 career oriented program offerings at a number of South Carolina's public institutions revealed that virtually all of the programs offered by South Carolina State College are duplicated by the University of South Carolina--Main Campus, the University of South Carolina--Aiken and Clemson University.^{6/} Such extensive mission and program duplication deprives South Carolina State College of any significant unique feature other than its racial identity and thus encourages students to choose institutions on the basis of their traditional racial identities rather than on the basis of the particular features and programs of the institution.

South Carolina State College's programs were duplicated by the three other schools as follows:

<u>South Carolina State</u>	<u>University-SC Aiken</u>	<u>University-SC Main Campus</u>	<u>Clemson University</u>
<u>Baccalaureate Level</u>			
Accounting	X	X	
Business Administration	X	X	
Criminal Justice		X	
Early Childhood Education	X	X	
Elementary Education	X	X	
Music Education		X	
Art Education		X	
Office Administration		.	
Nursing	X		
Food and Nutrition			X
Engineering Technology			X
<u>Pre/professional Level</u>			
Medicine	X		
Dentistry	X		
Veterinary Science	X		
<u>Master's Level</u>			
Rehabilitation Counseling		X	

^{5/}The term "service area" refers to the area from which an institution draws a preponderance of its students.

^{6/}As certain degree programs are basic to any institution of higher education, (e.g. Letters, Mathematics), we only examined duplication in the noncore or career oriented programs.

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Furthermore, the degree program duplication found at South Carolina State College and the University of South Carolina is exacerbated by the State's upgrading the University of South Carolina at Aiken from a two-year to a four-year branch campus in 1976. It appears that the upgrading of USC-Aiken, which is located only 40 miles from South Carolina State College, has had an adverse impact on South Carolina State College's attractiveness to white students. For example, student enrollment data reported by South Carolina's public institutions of higher education indicate that South Carolina State College's white undergraduate headcount enrollment declined from 6.1 percent in 1972 to 1.37 percent in 1978.^{7/}

Formal articulation agreements between USC-Aiken and USC-Main campus effectively increase the amount of program duplication between USC-Aiken and South Carolina State. In several areas of study in which USC-Aiken does not itself duplicate programs offered by South Carolina State, the Aiken campus provides students with the opportunity to take 2 to 3 years of coursework at USC-Aiken and then to transfer to the Main Campus to complete the requirements for the baccalaureate degree. Thus, through direct program duplication and articulation agreements, USC-Aiken has become an attractive alternative for virtually every white student who might otherwise choose to attend South Carolina State College.

D. Racial Identifiability of Governing Boards

The State has failed to eliminate the racially identifiable characteristics of its senior level institutions' boards of governance. During the period of de jure segregation, blacks did not serve on governing boards. The current lack of black representation on TWIs' boards of governance and the concentration of blacks on the TBI governing board contributes to the racial identifiability of the senior public institutions. (A listing of the seven boards of governance and their racial composition is attached at the conclusion of this section.)

There are eighty-four members (excluding ex-officio members) serving on the seven governing boards for the senior public institutions, seventy-two of whom are elected by the General Assembly.

^{7/}See 1972 and 1974 Compliance Report of Institutions of Higher Education Student Enrollment Survey (HEW/OCR); 1976 and 1978 Higher Education General Information Survey (HEGIS) and Compliance Report.

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Only seven of these members are black; four of them serve on the board of South Carolina State College which was an all-white body until 1966, and three serve on the State College Board of Trustees. The latter board was not created until 1969 and governs Francis Marion College, the College of Charleston, and Lander College, all of which entered the State system of senior public higher education in or after 1969 and all of which are predominantly white.

The Governing Boards of the five other traditionally white institutions, Clemson University, the Citadel, Winthrop College, the Medical University of South Carolina, and the University of South Carolina have never had a black member.

The Citadel requires that all ten non-ex officio board members be graduates of the Citadel; three of these are elected by the alumni association, the others by the General Assembly. Since blacks were barred from admission to the Citadel for many years, and few blacks have enrolled since the era of de jure segregation, the requirement that all members of the Board who are not ex officio be alumni screens out many otherwise eligible blacks and perpetuates the racial identity of the board.

CURRENT RACIAL COMPOSITION OF SEVEN
BOARDS OF GOVERNANCE FOR
SOUTH CAROLINA SENIOR LEVEL
COLLEGES AND UNIVERSITIES

<u>Institution</u>	<u>Number of Members (excluding ex-officio members)</u>	<u>Number Elected By General Assembly</u>	<u>Number Chosen by Other Means</u>	<u>Total White Members</u>	<u>Total Black Members</u>
Clemson University	13	6	7*	13	0
University of South Carolina	16	16	0	16	0
Medical University of South Carolina	12	12	0	12	0
The Citadel (Military)	10	7	3**	10	0
Winthrop College	9	7	2**	9	0
South Carolina State College	8	8	0	4	4
The State College Board of Trustees	<u>16</u>	<u>16</u>	<u>0</u>	<u>13</u>	<u>3</u>
Francis Marion Coll.					
Lander College					
College of Charleston					
TOTAL	84	72	12	77(92%)	7(8%)

* Appointed successors to original seven trustees.

** Elected by the institution's alumni association.

E. Racial Identifiability of Faculty and Administrators

Under the former de jure system in South Carolina, black faculty and administrators were employed exclusively at South Carolina State College, the senior level traditionally black institution (TBI), and white faculty and administrators were concentrated at the other, traditionally white institutions (TWIs). The data provided by South Carolina's public institutions in the 1975 and 1977 EEO-6 report to the Equal Employment Opportunity Commission indicated that faculty and administrative employment patterns continued to reflect the racial characteristics of the institutions.^{8/} Thus, as recently as 1977, black faculty and administrators continued to be concentrated at South Carolina State College and white faculty and administrators at the 30 other institutions. (Charts summarizing racial composition of faculty and administrators appear at the conclusion of this section.)

Faculty

For the years 1975 and 1977, respectively, the TBI employed 39.1 and 39.6 percent of all black faculty in the 31 reporting institutions (four-year and two-year institutions), yet South Carolina State College employed only 4.3 and 3.9 percent, respectively, of the total faculty in the 31 reporting institutions. Conversely, during the same years the 30 other institutions employed 98.9 and 99.2 percent of all white faculty systemwide.

^{8/} Excluded from the following computations were Denmark Technical Education Center and Williamsburg Regional Manpower Training Center, which did not report the racial characteristics of their staffs until 1979. In the Vocational Education Civil Rights Survey that year, Denmark reported that its total staff was 96.4 percent black; Williamsburg reported its total staff as 35.7 percent black.

Faculty Employment Trends 9/

Year	White	Black	Total
Systemwide (2-year and 4-year)			
1975	5,938	545	6,483
1977	7,004	623	7,627
4-Year (TWIs)			
1975	4,871	242	5,113
1977	5,677	248	5,925
South Carolina State College			
1975	65	213	278
1977	54	247	301
2-Year Institutions			
1975	1002	90	1092
1977	1273	128	1401

In 1975 at the senior level TWIs, 95.3 percent of the total faculty were white and 4.7 percent were black and in 1977, 95.8 percent were white and 4.1 percent were black. Conversely, at South Carolina State, in 1975 and 1977, respectively, 76.6 percent and 82.1 percent of the total faculty were black. In short, from 1975 to 1977, the concentration of black faculty at South Carolina State actually increased by 5.5 percentage points and the concentration of white faculty at the TWIs increased by one-half a percentage point. In 1978, the percentage of black faculty employed at the senior TWIs ranged from none at USC-Coastal to 6.7 percent at USC-Spartanburg.

Administrators

For the years 1975 and 1977, respectively, South Carolina State College employed 37.0 percent and 38.9 percent of all black administrators in the 31 reporting institutions (four-year and two-year institutions), yet it employed only 1.9 percent and 2.0 percent of the administrators in the 31 reporting institution. Conversely, during the same years the 30 other institutions employed 100 percent and 99.9 percent of all white administrators systemwide.

9/ The chart excludes the small number of "other" faculty which includes nonblack minorities. Also, the racial characteristics of staff at Denmark and Williamsburg were reported in different employment categories from those reported by the other 31 institutions in the system. Therefore, we have limited our discussion of employment at these two institutions to the racial characteristics of total staff employment, which is reported in footnote #10 only.

Administrator Employment Trends 10/

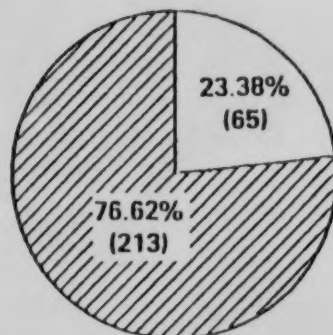
<u>Year</u>	<u>White</u>	<u>Black</u>	<u>Total</u>
Systemwide (2-Year and 4-Year)			
1975	1,006	54	1,060
1977	706	36	742
4-Year (TWIs)			
1975	781	18	799
1977	595	12	607
South Carolina State College			
1975	0	20	20
1977	1	14	15
2-Year Institutions			
1975	225	16	241
1977	110	10	120

In 1975 at the senior level TWIs, 97.7 percent of the total number of administrators were white, and in 1977, 98.0 percent were white. Conversely, at South Carolina State College for the same years 100 percent and 93.3 percent of the total number of administrators were black. The decrease of 6.7 percentage points was attributable to the addition of one white administrator.

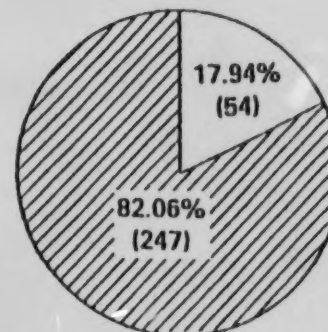
10/ See Note 9 above on Faculty Employment Trends.

South Carolina Senior Public Institutions Faculty Employment 1975 through 1977

Traditionally
Black Institution

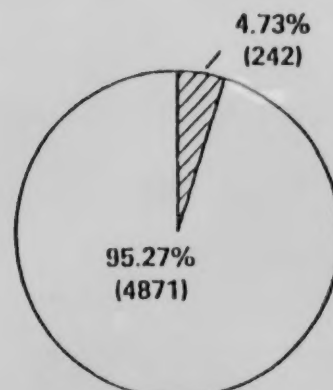


1975
278 Faculty

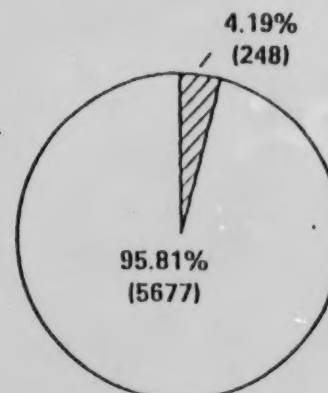


1977
301 Faculty

Traditionally
White Institutions



1975
5113 Faculty



1977
5925 Faculty

Data Source: 1975 and 1977 Higher Education
Staff Information Survey

Black White

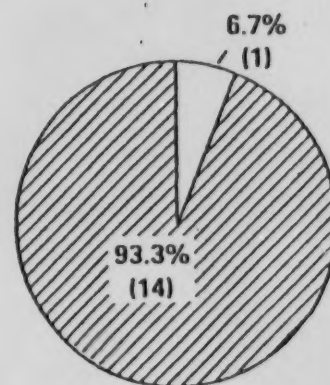
South Carolina Senior Public Institutions Administrators Employment 1975 through 1977

Traditionally Black Institution



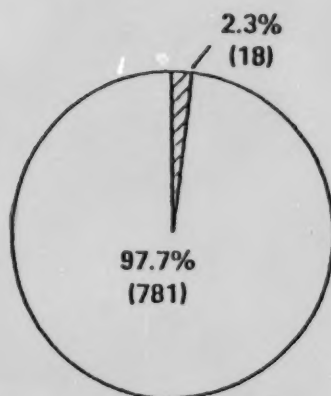
1975

20 Administrators



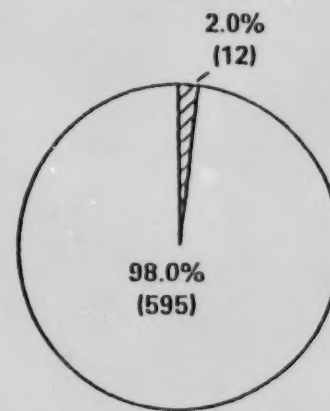
1977

Traditionally White Institutions



1975

799 Administrators



1977

607 Administrators

Date Source: 1975 and 1977 Higher Education
Staff Information Survey

 Black  White

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of its failure to adopt measures necessary to overcome the effects of past segregation and notified the states of their obligation to file a statewide plan for the desegregation of their public systems of higher education.

For the past seven years the Court reviewed HEW's efforts to desegregate these systems of higher education. In 1977, this Court found that the Department's effort had not been adequate and ordered the Department to require six of the original ten states to submit new desegregation plans and to set specific standards for those plans.

The Court found that "specific commitments (were) necessary for a workable higher education desegregation plan . . . concerning admission, recruitment and retention of students, concerning the placement and duplication of program offerings among institutions, the role and the enhancement of black institutions, and concerning changes in the racial composition of the faculties involved.

Specifically, this Court entered a Second Supplemental Order on April 1, 1977 directing the Department to transmit to the six states of Arkansas, Florida, Georgia, North Carolina, Oklahoma, and Virginia as well as the Court and the plaintiffs criteria specifying the ingredients of acceptable desegregation plans for their institutions of public higher education. Accordingly, on July 3, 1977, the Department published criteria which were amended one month later to take into account suggestions offered by some of the states.

The Court further directed that HEW require each state to submit, within 60 days of receipt of the criteria, a revised desegregation plan and to accept or reject such plans within 120 days thereafter. In September 1977, in response to HEW's request, the six states submitted desegregation plans. After months of intensive negotiations, the Department announced on February 2, 1978, that it was accepting the plans of Arkansas, Florida, and Oklahoma and not accepting plans submitted by Georgia, North Carolina, and Virginia. On the same date, the Department announced that it would publish in the *FEDERAL REGISTER*, revised criteria which are substantially similar to the criteria published in July.

Where HEW has found that a state has not eliminated the remaining vestiges of segregation in its formerly dual system of public higher education, and is, therefore, in violation of Title VI of the Civil Rights Act of 1964, it is required first to attempt to secure compliance by voluntary means. When those efforts fail, HEW is required to seek enforcement either administratively or through the courts. 42 U.S.C. 200-1; 45 CFR 2000d-

1. 45 CFR 80.7(d)(1), 80.8. These revised criteria are issued to assist such states in the preparation of desegregation plans as part of the process of securing voluntary compliance.

HEW originally developed the criteria mindful of the instructions of the Court that they comply with constitutional standards and Title VI, conform with sound educational practices, and take into account the unique importance of black colleges. Based on its experience in applying the criteria to six state systems of higher education over the past months, HEW has determined that the criteria provide specific and effective guidance to the states and at the same time, are sufficiently flexible to provide for circumstances which may vary from state to state.

PREAMBLE

I. HISTORY OF LEGAL PROCEEDINGS

The criteria set forth below initially were developed by the Department of Health, Education, and Welfare (HEW) pursuant to the specific direction of the United States District Court for the District of Columbia in *Adams v. California*, Civil Action No. 3095-70, Second Supplemental Order (D.D.C. April 1, 1977). The Court's Order arose from a lawsuit initiated in 1970 to require HEW to take action to enforce the provisions of Title VI of the Civil Rights Act of 1964.¹

In 1969, the Office for Civil Rights (OCR) determined that ten States² were continuing to operate segregated higher education systems in violation of Title VI of the 1964 Civil Rights Act. Although the States were notified of this finding and were requested to submit corrective plans, no administrative enforcement actions were taken when the States failed to submit plans or submitted plans unacceptable to HEW. In February 1973, the *Adams* litigation resulted in a ruling requiring that HEW take appropriate enforcement action. *Adams v. Richardson*, 356 F. Supp. 92 (D.D.C. 1973). That ruling was unanimously affirmed by the full United States Court of Appeals for the District of Columbia Circuit, although the Court of Appeals modified the District Court's order and directed HEW to attempt to secure acceptable desegregation plans from the ten States before commencing enforcement proceedings. *Adams v. Richardson*, 480 F. 2d 1159 (D.C. Cir. 1973).

¹Title VI of the Civil Rights Act of 1964 provides: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. 42 U.S.C. 2000d.

²Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Pennsylvania, and Virginia.

[4710-12]

REVISED CRITERIA SPECIFYING THE INGREDIENTS OF ACCEPTABLE PLANS TO DESEGREGATE STATE SYSTEMS OF PUBLIC HIGHER EDUCATION

In late 1969 and early 1970, the Department of Health, Education, and Welfare (HEW) notified ten states that they had not dismantled their statewide dual systems of public higher education. The letters sent by HEW at that time advised each state

In 1974, HEW accepted desegregation plans from eight of the ten States.¹ Reports covering the first year of implementation were submitted to HEW in 1975. Subsequently, the plaintiffs in the Adams case sought further relief and on April 1, 1977, the Court ruled that the 1974 plans did not comply with the criteria previously announced by HEW and that as implemented the plans had failed to achieve significant progress toward higher education desegregation. Based on these findings, the Court ordered HEW to develop and issue within 90 days specific criteria to guide the six States² in the preparation of revised desegregation plans.

II. LEGAL AND EDUCATIONAL PRINCIPLES

A. De jure segregation

These criteria will be applied to a state which formerly operated a dual system of public higher education under state law. If the Office for Civil Rights determines after investigation that the state has failed to remove the vestiges of racial segregation in its system in violation of Title VI.

B. Affirmative duty to take effective steps to eliminate de jure segregation

Where there has been past de jure segregation, states are required to take affirmative remedial steps and to achieve results in overcoming the effects of prior discrimination. HEW's regulation implementing Title VI provides that:

In administering a program regarding which the recipient has previously discriminated against persons on the ground of race . . . the recipient must take affirmative action to overcome the effects of prior discrimination. 45 CFR 80.3(d)(8)(X).

The 14th Amendment also calls for more than mere abandonment of discrimination through the state's adoption of passive or neutral policies. The United States Supreme Court has held that public school officials have "the affirmative duty to take whatever steps might be necessary to convert to a unitary system in which discrimina-

tion would be eliminated root and branch." *Green v. County School Board of New Kent County*, 391 U.S. 430, 437-38 (1968).

The affirmative duty to desegregate applies with equal force to higher education. *Norris v. State Council of Higher Education*, 327 F. Supp. 1368 (E.D. Va. 1971), *aff'd per curiam*, 404 U.S. 907 (1971); *Lee v. Macon County Board of Education*, 267 F. Supp. 458 (M.D. Ala. 1967), *aff'd* 369 U.S. 215 (1967); *Geier v. Dunn*, 337 F. Supp. 573 (M.D. Tenn. 1972). Additionally, the Supreme Court has made it clear that desegregation plans are not adequate unless they are effective. See *Green v. County School Board of New Kent County*, *supra*; *Swann v. Charlotte-Mecklenburg Board of Education*, 402 U.S. 1 (1971).

Consistent with the requirements of Title VI these criteria set forth the elements of a desegregation plan which would eliminate the effects of past discrimination.

C. Statewide approach

The Court of Appeals in its en banc opinion in *Adams* directed HEW to undertake a statewide approach and noted the serious problem created by the lack of viable statewide coordinated planning in higher education:

The problem of integrating higher education must be dealt with on a statewide rather than a school-by-school basis.

"It is important to note that we are not here discussing discriminatory admission policies of individual institutions. To the extent that such practices are discovered, immediate corrective action is required, but we do not understand HEW to dispute that point. This controversy concerns the more complex problem of systemwide racial imbalance. *Adams v. Richardson*, *supra*, 480 F.2d at 1184-1185 (footnote in original).

The Department has followed this approach since 1969 because we believe statewide planning is consistent with sound educational policy. Thus, these criteria require not only that each institution pursue nondiscriminatory student admission and faculty and staff employment practices, but also that the state system as a whole develop a comprehensive and coordinated statewide desegregation plan embodying those specific affirmative, remedial steps which will prove effective in achieving significant progress toward the disestablishment of the structure of the dual system and which address the problem of "systemwide racial imbalance."

D. Specificity—goals and timetables

The District Court in *Adams* concluded that the plans previously adopted by the states had failed to achieve adequate desegregation progress and lacked specific commitments for change as concerns the desegregation of student bodies and faculties,

enhancement of traditionally black institutions, and desegregation of the governing boards in higher education systems.

The District Court directed HEW to prepare criteria which would identify for the states the specific elements to be included in their revised desegregation plans. As the District Court stated in response to plaintiffs' oral argument on January 17, 1977:

What I do want them to do though is be under the compulsion of a court order to submit to the states certain specific requirements which the states must respond to and they should be given a timetable for communicating with the states, and the states should be given some kind of timetable within which to make response. (Transcript, January 17th ruling, emphasis supplied.)

In *Geier v. Blanton*, 427 F. Supp. 844 (M.D. Tenn. 1977), the Court quoted its Order of December 23, 1969, expressing its dissatisfaction with a state submitted desegregation plan in that the plan as submitted "lacks specificity, in that there is no showing of funds to be expended, no statement of the number of students to be involved, and most importantly, no time schedules for either the implementation of the projects or the achievement of any goals." 427 F. Supp. at 846.

The Supreme Court has maintained that in a system with a history of segregation there is a need for remedial criteria of sufficient specificity to assure compliance with the law. See *Swann*, *supra* at 25-26.

In keeping with the Court's view that the Department should submit specific requirements to the states, numerical goals and timetables are set forth in the criteria. The goals are established as indices by which to measure progress toward the objective of eliminating the effects of unconstitutional de jure racial segregation and of providing equal educational opportunity for all citizens of these states. They are benchmarks and provide the states the clear and specific guidance called for by the Court.

These goals are not quotas. The Department is opposed to arbitrary quotas. Failure to achieve a goal is not sufficient evidence, standing alone, to establish a violation of Title VI. In addition, the Office for Civil Rights upon a showing of exceptional hardship or special circumstances by a state, may modify the goals and timetables. Nevertheless, the states are under a statutory obligation to devise and implement plans that are effective in achieving the desegregation of the system.

Most importantly, under these criteria and the goals they set, all applicants must be able to compete successfully. States' efforts under these criteria need not and should not lead to lowering academic standards. States may need to innovate in seeking out

¹Louisiana refused to submit a plan and was referred to the Department of Justice, which filed a lawsuit. (*United States v. Louisiana*, Civil Action No. 74-68 (M.D. La.) in January 1974. The plan submitted by Mississippi was deemed unacceptable by HEW and the matter was referred to the Department of Justice, which filed a lawsuit. *Adams and United States v. Frack*, Civil Action No. D.C. 73-9-E (N.D. Miss.), in March 1975.

²The April 1, 1977, Order excludes Pennsylvania (by agreement of the parties to the *Adams* lawsuit) and Maryland, which commenced a separate injunctive suit against HEW's enforcement proceedings now pending in the United States Court of Appeals for the Fourth Circuit (*Mandel v. HEW*, No. 76-1494), as well as Louisiana and Mississippi.

talented students who will profit from higher education. They may need to broaden definitions of potential; to discount the effects of early disadvantage on the development of academic competence; and to broaden the talents measured in admissions tests. But new and different yardsticks for measuring potential are not lower standards. They can be more valid measures of true potential and talent, taken as a whole, these criteria seek to preserve and protect academic standards of excellence.

E. Special considerations in developing criteria for desegregation in higher education

A state system of higher education, as with an elementary and secondary school district, is held to an affirmative duty to take remedial action to correct past practices of segregation and discrimination. However, the nature of the remedial action required of a higher education system will differ from that required of a local education district. The court of Appeals in *Adams* noted:

However, we are also mindful that desegregation problems in colleges and universities differ widely from those in elementary and secondary schools, and that HEW admittedly lacks experience in dealing with them. . . . As regrettable as these revelations are, the stark truth is that HEW must carefully assess the significance of a variety of new factors as it moves into an unaccustomed area. 480 F. 2d at 1164.

In *Norris v. State Council of Higher Education*, 327 F. Supp. 1368, 1373 (E.D. Va. 1971), *aff'd per curiam*, 404 U.S. 907 (1971), the court held:

The means of eliminating discrimination in public schools necessarily differ from its elimination in colleges, but the state's duty is as exacting.

And in *Sanders v. Ellington*, 288 F. Supp. 937, 943 (M.D. Tenn. 1968), the court stated:

Now in considering the time element for presentation of a plan, I have thought of the complexities of the problem. I recognize that the simple remedies which might be available to a county school board where there is involved a compulsory system of education, a free system of education, and assignment of students, are not available here. Colleges are not compulsory and everyone can testify that they're not free.

Higher education differs from elementary and secondary education in many other ways. Besides being voluntary rather than compulsory, higher education operates on a statewide or regional basis, not local; there are no "attendance zones" in higher education; higher education programs vary from institution to institution and are not uniform; students are free to leave the state or to attend private colleges in pursuit of a higher education.

Furthermore, from state to state significant differences are to be found

and must be taken into consideration. In some states strong centralized "system" exists including four year and two year institutions; in others, the four year and two year institutions report to separate boards; in yet others, each institution operates under its own independent board. While none of these differences relieves a state of its obligations under Title VI or its constitutional duties, they must be taken into account in fashioning an appropriate set of criteria to be applicable to six states.

Accordingly, while desegregation cases involving individual elementary and secondary school districts are a guide to a state's duty to take corrective action, they are not dispositive of the particular methods to be designed for the dismantling of a dual system of higher education, for the desegregation of a statewide system, for the removal of the vestiges of racial segregation, and for the correction of "systemwide racial imbalance." As the courts in *Adams* have noted, these are indeed "complex" issues. These criteria are designed specifically for the higher education systems of these six states based on a careful consideration of relevant statutes and court opinions and with due consideration to the unique characteristics of higher education.

F. The unique role of the traditionally black colleges

In keeping with the instructions of the Court, the criteria recognize the unique importance of traditionally black colleges in meeting the educational needs of black students. More than 80 percent of all black college graduates have been trained at black colleges. In the mid-seventies, black colleges continue to graduate almost forty percent of all blacks who receive college degrees.

Thus it is with good reason that the Court of Appeals in *Adams* recognized the need to take into account "the special problems of black colleges."

"Perhaps the most serious problem in this area is the lack of state-wide planning to provide more and better trained minority group doctors, lawyers, engineers and other professionals. A predicate for minority access to quality post-graduate programs is viable, co-ordinated state-wide higher education policy that takes into account the special problems of minority students and of black colleges. . . . (T)hese Black institu-

*For a useful discussion of these issues see Note, "The Affirmative Duty To Integrate Higher Education," 70 Yale Law Journal 666 (1978).

*See Elias Blake, Public Policy and the Higher Education of Black Americans, Staff Report, Subcommittee on Constitutional Rights of the Committee on the Judiciary, 94th Cong. 2d Sess. 1976.

*National Center for Education Statistics, Earned Degrees Survey, 1975-76.

tions currently fulfill a crucial need and will continue to play an important role in Black higher education. 480 F. 2d at 1164-1165.

Again in 1977, the District Court in its Second Supplemental Order, p. 4, quoted the above language of the Court of Appeals and went on to state:

The process of desegregation must not place a greater burden on Black institutions or Black students' opportunity to receive a quality public higher education. The desegregation process should take into account the unequal status of the Black colleges and the real danger that desegregation will diminish higher education opportunities for Blacks. Without suggesting the answer to this complex problem, it is the responsibility of HEW to devise criteria for higher education desegregation plans which will take into account the unique importance of Black colleges and at the same time comply with the Congressional mandate.

The Department does not take this language to mean that the traditionally black institutions are exempt from the Constitution or the requirements of Title VI. To the contrary, traditionally black and traditionally white institutions are subject to the same constitutional and congressional mandate to provide an education to all citizens without discrimination or segregation. White and black institutions are to function as part of a unitary system free of the vestiges of state imposed racial segregation. However, as the Court has instructed, the transition to a unitary system must not be accomplished by placing a disproportionate burden upon black students, faculty, or institutions or by reducing the educational opportunities currently available to blacks.

To achieve the objectives of Title VI, precise methods will need to be fashioned for institutions within a state, each appropriate to the task of overcoming the effects of prior discrimination in the particular instance. Each method will be enforced with equal force and determination. Each method is designed to achieve the same constitutional standard.

III. CONSULTATION PROCESS

In the preparation of the criteria originally promulgated pursuant to court instruction, the Department undertook an extensive consultation process within the Department and with interested outside parties. In an effort to assure that these criteria were both legally and educationally sound, a departmental task force was established to guide their development. The task force combined the multiple disciplines and varied expertise needed to resolve the complex issues and educational policies involved in this desegregation process. Serving on the task force were the General Counsel, the Director of the Office for Civil Rights, the Assistant Secretary for Education, the Commissioner of Education, and

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the Assistant Secretary for Planning and Evaluation.

The Department also embarked on a program of open dialogue and consultation with parties of interest. The task force members conferred with representatives of the six states collectively and individually. The representatives included college presidents, education officials, and aides to Governors. A special meeting was held with students who attend the public colleges in the six states and representatives of several national student organizations. Four meetings were held with officials of the amicus curiae, National Association for Equal Opportunity in Higher Education, an association of the presidents of 110 predominantly black colleges and universities, both state supported and private. Two panels of nationally recognized educators met for half day sessions to advise the Department.

Finally, plaintiffs' representatives devoted many hours to reviewing and commenting on drafts of the criteria. They also convened a meeting for the Department with 28 citizens from these six states who are most familiar with the higher education desegregation efforts in their respective states.

The Department assumes full and sole responsibility for the content of these criteria. The consultations enumerated above were exceedingly helpful to the Department in the preparation of these criteria, but these discussions do not imply concurrence in the criteria in whole or in part by other parties.

Higher educational systems in these and other states are undergoing difficult adjustments caused by fiscal and demographic trends beyond the control of individual states. Accordingly, the criteria developed for the six states under the *Adams Order*, focused on desegregation efforts to be undertaken within the next five years. Similarly, OCR will seek plans that contain five-year goals from other states which are found to have a duty to eliminate the vestiges of duality in their systems of higher education.

As each state attains the goals set forth in its plan, OCR will assess, in cooperation with that state, the progress thereby made in order to determine what additional steps, if any, are necessary to complete the desegregation process. Furthermore, OCR will periodically review these criteria to assure their adequacy in meeting constitutional requirements, their consistency with rulings of the courts in higher education desegregation, and the mandate of Title VI.

ENDENTS OF A PLAN

1. DISESTABLISHMENT OF THE STRUCTURE OF THE DUAL SYSTEM

An acceptable plan shall commit the state to the goal of organizing and op-

erating the system and institutions of higher education in a manner that promises realistically to overcome the effects of past discrimination and to disestablish the dual system, and which assures that students will be attracted to each institution on the basis of educational programs and opportunities uninhibited by past practices of segregation.

To achieve the disestablishment of the structure of the dual system, each plan shall:

A. Define the mission of each institution within the state system on a basis other than race.

Each mission statement shall include at a minimum:

1. The level, range and scope of programs and degrees offered;
2. Geographic area served by the institution; and
3. The projected size of the student body and staff, for each year of the life of the plan.

B. Specify steps to be taken to strengthen the role of traditionally black institutions in the state system.

In support of the specific steps required by I.B., the plan shall include:

1. Commitments that necessary improvements will be made to permit the traditionally black institutions to fulfill their defined mission. These improvements will extend to physical plant and equipment; quality and range of program offerings; number and quality of faculty; student, faculty and professional staff services; student financial assistance; and other financial support.
2. Commitments that traditionally black institutions will have the resources (including those enumerated in Item 1 above), which are at least comparable to those at traditionally white institutions having similar missions.
3. An assessment of the physical plant at traditionally black institutions; and
4. A detailed description of the resources, expressed in dollars and in numbers of personnel to be assigned, which the state system will provide (and the source for such funds) in order to implement the steps specified in I.B. reported by year for the life of the step or activity.

C. Commit the state to take specific steps to eliminate educationally unnecessary program duplication among traditionally black and traditionally white institutions in the same service area.

To this end, the plan shall identify existing degree programs (other than core curricula) among institutions having identical or overlapping service areas and indicate specifically with respect to each area what steps the state will take to eliminate such duplication. The elimination of such program duplication shall be carried out consistent with the objective of strengthening the traditionally black colleges.

D. Commit the state to give priority consideration to placing any new undergraduate, graduate, or professional degree programs, courses of study etc., which may be proposed, at traditionally black institutions, consistent with their missions.

E. Commit the state to withhold approval of any changes in the operation of the state system or of any institutions that may have the effect of thwarting the achievement of its desegregation goals.

F. Commit the State to advise OCR of proposed major changes in the mission or the character of any institution within the state system which may directly or indirectly affect the achievement of its desegregation goals prior to their formal adoption.

Such proposed changes include but are not limited to: the establishment or major expansion of programs of study, of departments, or institutions; the alteration of two year to four year institutions; the conversion of a private to a public institution; or the closing or merger of institutions or campuses.

G. Specify timetables for sequential implementation of the actions necessary to achieve these goals as soon as possible but no later than within five years (by the close of the fifth full academic year after the plan is accepted) unless compelling justification for a longer period for compliance is provided to and accepted by the Department.

The plan shall include interim benchmarks and goals from which progress toward these objectives may be measured. These timetables and benchmarks shall be appropriate to the nature of the action to be taken. For example, studies of physical plant and resources comparability should be completed promptly; corrective actions (including capital construction) will require longer time periods.

H. Commit the state and all its involved agencies and subdivisions to specific measures for achievement of the above objectives.

Such measures may include but are not limited to establishing cooperative programs consistent with institutional missions; reassigning specified programs, course offerings, resources and/or services among institutions; realigning the land grant academic programs so that research, experiment and other educational services are redistributed on a nonracial basis and merging institutions or branches thereof, particularly where institutions or campuses have the same or overlapping services areas. The measures taken pursuant to this section should be consistent with the objective of strengthening the traditionally black colleges. A detailed description

of these measures need not be submitted at the time the plan is filed, but should be filed as a supplementary statement within 30 days thereafter for review and comment by OCR. Measures that offer no reasonable possibility of achieving the goals listed above will be rejected by OCR. Revised measures will be required before the plan can be accepted.

II. DESEGREGATION OF STUDENT ENROLLMENT

An acceptable plan shall commit the state to the goal of assuring that the system as a whole and each institution within the system provide an equal educational opportunity, are open and accessible to all students, and operate without regard to race and on a desegregated basis.

To achieve the desegregation of student enrollment, each plan shall:

A. Adopt the goal that for two year and four year undergraduate public higher education institutions in the state system, taken as a whole, the proportion of black high school graduates throughout the state who enter such institutions shall be at least equal to the proportion of white high school graduates throughout the state who enter such institutions.

B. (1) Adopt the goal that there shall be an annual increase, to be specified by each state system, in the proportion of black students in the traditionally white four year undergraduate public higher education institutions in the state system, taken as a whole and in each such institution; and

(2) Adopt the objective of reducing the disparity between the proportion of black high school graduates and the proportion of white high school graduates entering traditionally white four year and upper division undergraduate public higher education institutions in the state system; and adopt the goal of reducing the disparity by at least fifty per cent by the final academic year of the plan. However, this shall not require any state to increase by that date black student admissions by more than 150% above the admissions for the academic year preceding the year in which the plan is requested by HEW.*

*For the purposes of this subsection, the term entering includes first-time transfers from two year and other institutions.

*Thus, where the present entry by black students in four year traditionally white institutions is at a rate of 1,000 students per year and a fully proportional rate would be 3,000 students per year, the state's goal would be an entry rate of 2,000 students per year five years thereafter. A state where the present entry is at a rate of only 500 students per year and full proportionality would be 3,000 students per year would not by that date have to close half the gap (by a rate of 2,750 per year) but only achieve an entry rate of 1,250 students, which is 150% over its present rate of 500.

C. Adopt the goal that the proportion of black state residents who graduate from undergraduate institutions in the state system and enter graduate study or professional schools in the state system shall be at least equal to the proportion of white state residents who graduate from undergraduate institutions in the state system and enter such schools.

This goal (and interim benchmarks or goals) shall be separately stated for each major field of graduate and professional study. To assure that this goal can be met in the immediate future special recruitment efforts should be considered at traditionally black institutions. Particular attention should be given to increasing black student enrollment and graduation from those traditionally white four year undergraduate institutions which serve as the feeder institutions for the graduate and professional schools. Achievement of this goal is of particular importance in light of the specific concern expressed by the Court of Appeals in Adams. In assessing progress toward this goal, OCR will give consideration to the number of blacks from each state who enroll in graduate and professional schools outside the state system.

D. Adopt the goal of increasing the total proportion of white students attending traditionally black institutions.

Increased participation by white students at traditionally black institutions must be a part of the process of desegregation of the statewide system of higher education. However, pursuant to the admonition of the courts in Adams, "The desegregation process should take into account the unequal status of the Black colleges and the real danger that desegregation will diminish higher education opportunities for Blacks." Civil Action No. 3095-70, Second Supplemental Order at p. 4. The following steps are designed to guard against the diminution of higher educational opportunities for black students, to take into account the unique importance of traditionally black colleges and to comply with the mandate of Title VI. Establishment of numerical goals for the enrollment of white students at traditionally black institutions must be preceded by an increasing enrollment of black students in the higher education system and at the traditionally white institutions, as is required by Section II of these criteria. It must also be preceded by the accomplishment of specific steps to strengthen the role of traditionally black institutions, eliminate program duplication, locate new programs at black institutions, and by such other measures as are set forth in Section I.

OCR shall annually review the progress made by each state in increasing participation by black students in

higher education and in the disestablishment of the dual school system. Two years after the commencement of the plan, and consistent with such progress, each state system shall specify annual numerical goals for increasing the participation of white students attending the traditionally black institutions.

E. Commit the state to take all reasonable steps to reduce any disparity between the proportion of black and white students completing and graduating from the two year, four year and graduate public institutions of higher education, and establish interim goals to be specified by the state system for achieving annual progress.

F. Commit the state to expend mobility between two year and four year institutions as a means of meeting the goals set forth in these criteria.

G. Specify numeric goals for II. A, B, and C, and timetables for sequential implementation of actions necessary to achieve these goals as soon as possible but not later than within five years unless another date is specified in this section.

H. Commit the state and all its involved agencies and subdivisions to specific measures to achieve these goals.

Such measures may include, but are not limited to reviewing, monitoring, and revising, as necessary, procedures for student recruitment, admissions, compensatory instruction, counseling, financial aid, and staff and faculty development programs. The detailed description of these measures need not be submitted at the time the plan is filed, but should be filed as a supplementary statement within 30 days thereafter for review and comment by OCR. Measures that offer no reasonable possibility of achieving the numerical goals will be rejected by OCR. Revised measures will be required before the plan can be accepted.

III. DESEGREGATION OF FACULTY, ADMINISTRATIVE STAFFS, NONACADEMIC PERSONNEL, AND GOVERNING BOARDS

An acceptable plan shall commit the state system to the goal of increasing the number and proportion of black employees, academic and non-academic, throughout the system and of increasing representation of black citizens among appointive positions on the governing boards of the state system and of individual institutions.

To achieve the desegregation of faculty, administrators, other personnel, and governing boards, each plan shall:

A. Adopt the goal that the proportion of black faculty and of administrators at each institution and on the staffs of each governing board, or any other state higher education entity, in positions not requiring the doctoral degree, shall at least equal the proportion of black students graduating with mas-

tern degrees in the appropriate discipline from institutions within the state system, or the proportion of black individuals with the required credentials for such positions in the relevant labor market area, whichever is greater.

B. Adopt the goal that the proportion of black faculty and of administrators at each institution and on the staffs of each governing board or any other state higher education entity, in positions requiring the doctoral degree, shall at least equal the proportion of black individuals with the credentials required for such positions in the relevant labor market area.

C. Adopt the goal that the proportion of black non-academic personnel (by job category) at each institution and on the staffs of each governing board or any other state higher education entity, shall at least equal the proportion of black persons in the relevant labor market area.

D. Assure hereafter and until the foregoing goals are met that for the traditionally white institutions as a whole, the proportion of blacks hired to fill faculty and administrative vacancies shall not be less than the proportion of black individuals with the credentials required for such positions in the relevant labor market area.

E. Specify numeric goals and timetables for sequential implementation of the actions necessary to achieve these objectives including interim benchmarks from which progress toward the objectives may be measured.

These goals, timetables, and benchmarks shall be established in light of, and shall specify, the current and projected rates of vacancies in the various job categories, present and projected labor market availability, and other relevant factors.

F. Commit the state system to take specific measures to achieve these objectives.

Such measures may include, but are not limited to employment programs providing centralized recruitment, vacancy and applicant listings, transfer options; faculty development programs permitting release time for black faculty to attain the terminal degree; and the interchange of faculty on a temporary or permanent basis among traditionally white and traditionally black institutions within the state system. The detailed description of these measures need not be submitted at the time the plan is filed, but should be filed as a supplementary statement within 30 days thereafter for review and comment by OCR. Measures that offer no reasonable possibility of achieving the goals listed above will be rejected by OCR. Revised measures will be required before the plan can be accepted.

G. Adopt the goal of increasing the numbers of black persons appointed to

systemwide and institutional governing boards and agencies so that these boards may be more representative of the racial population of the state or of the area served.

IV. SUBMISSION OF PLANS AND MONITORING

A. After HEW has determined that a state has not eliminated the vestiges of desegregation in its former dual system of public higher education, the state shall submit to OCR a desegregation plan for its system of public higher education to implement the foregoing criteria.

1. The plan shall commit the state to substantial progress toward each of the goals in the first two years of the plan.

2. The plan shall be signed by the governor and by each official or designated person representing the agencies, associations, commissions, offices, and/or institutions responsible for adopting the systemwide and institutional goals described therein. Such persons or entities must be authorized under state law to perform all actions necessary to achieve these goals.

3. The plan shall certify that achievement of the goals and interim benchmarks specified therein has been adopted as official policy of each official or agency.

B. It is recommended that each state establish a biracial citizens advisory/monitoring committee to assist the state in monitoring the implementation of the plan.

C. Each state shall submit to OCR by August 15 of each year after a plan's acceptance, a comprehensive narrative assessment of its desegregation efforts in the most recent academic year. This narrative assessment shall include:

1. A description of the specific measures which have been taken to achieve the objectives enumerated in the plan and in the criteria;

2. A description of the results achieved, including quantitative indices where appropriate or required;

3. An analysis of the reasons why any steps taken proved inadequate or insufficient; and

4. A description of the steps the state will take to achieve progress and to maintain the timetables set forth in the plan.

D. OCR shall review such narrative reports. If good cause for the failure to meet interim goals is not demonstrated, OCR may impose more stringent requirements, including advance approval by OCR of desegregation methods, in order to assure achievement of the goals of the plan. In the alternative, the Department may initiate enforcement proceedings under Title VI of the Civil Rights Act of 1964, if compliance with Title VI cannot be achieved by voluntary means.

E. Each plan shall provide that the state will furnish to OCR statistical reports, assessments, and such other information as OCR may deem necessary from time to time in order to determine the effectiveness of the state's efforts to achieve the goals described in these criteria. Such information shall include annual statistical reports in substantially the same format used previously by the affected states pursuant to earlier desegregation plans. Specific dates for the submission of the reports will be established by OCR. In the event that subsequent developments call for the submission of additional data, such requirements will be announced after consultation with the states, and the states and institutions shall have sufficient time to develop the system needed for the gathering of additional data.

V. DEFINITIONS

As used in these criteria:

A. "Department" refers to the U.S. Department of Health, Education, and Welfare. In instances where the "Department" is to take certain actions, they may be performed by the Office for Civil Rights or the Director, Office for Civil Rights, on behalf of the Department.

B. "Institution" means any school, college, junior or community college, university, professional or graduate school, administered by or as an agency of the state government. Four year institution means any school, college, or university that offers a baccalaureate or graduate degree. For the purpose of these criteria, "institution" does not refer to private schools or colleges.

C. "State system" means the aggregate of all state public institutions of higher education within the state, whether or not under the governance of the same state agency or board.

D. "Student" means any person enrolled in an instructional program, whether full-time or part-time, subject to exceptions to be specified by the Office for Civil Rights.

E. "Faculty" means all persons employed by an institution as full-time instructional personnel.

F. "Labor market area" means the geographical area in which an institution or campus traditionally recruits or draws applicants possessing the requisite credentials for vacancies in faculty, administrative, or non-academic personnel positions.

G. "Governing board" means that appointed or elected body, whether or not responsible to the governor of a state or to the state legislature, which is charged under state law with the ultimate responsibility for the administration and operation of institutions within the state system of public higher education. A "governing board" may be responsible for the entire system, for a single campus or institution thereof, or for a specified group of campuses or institutions.

Dated: February 2, 1978.

DAVID S. TATE,
Director, Office for Civil Rights
(PR Doc. 78-4091 Filed 2-14-78; 8:45 am)



State of South Carolina

RICHARD W. RILEY
GOVERNOR

March 9, 1981

OFFICE OF THE GOVERNOR
POST OFFICE BOX 11450
COLUMBIA 29211

Mr. William H. Thomas, Regional Director
Office of Civil Rights, Region IV
United States Department of Education
101 Marietta Tower
Atlanta, Georgia 30323

Dear Mr. Thomas:

Enclosed herewith, in response to your January 7, 1981, letter, are five copies of the South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities. This Plan presents five-year goals with the measures to be undertaken in order to continue to implement the State policy of providing, without regard to race, public postsecondary educational opportunities for its citizens. Additional information concerning specific measures and other matters may be provided subsequently as supplementary material to the Plan. This Plan represents the commitment of the State of South Carolina and of the signatories to the document to good faith efforts to eliminate any vestiges of the former dual system of public higher education in South Carolina.

South Carolina is a legislative State and funding of the Plan will require an annual appropriation from the General Assembly. Additionally, certain proposals in the Plan will require enabling legislation. However, the State and all signatories to the Plan pledge their good faith effort and those of their offices to obtain the necessary funding and legislation. Due to the time constraints of the evaluation period, a prompt response to the Plan is requested. This will provide more time to give the consideration necessary to any modifications that might be suggested by your office.

The Commission on Higher Education is the State agency charged with the responsibility of monitoring the implementation of the Plan. Consequently, the Commission has the authority to negotiate, for review by the Attorney General's Office and approval by me, any changes in the Plan which might be required.

. Yours sincerely, .

Richard W. Riley
Richard W. Riley

RWR:gs

cc: The Honorable Terrel H. Bell
Mr. W. W. Johnson
Dr. James E. Bostic, Jr.
Dr. Howard R. Boozer

UNITED STATES DEPARTMENT OF EDUCATION

Appendix A-3 181



REGION IV
101 MARIETTA TOWER
ATLANTA, GEORGIA 30323

OFFICE FOR CIVIL RIGHTS

May 4, 1981

RECEIVED

MAY 26 1981

S. C. COMMISSION ON
HIGHER EDUCATION

Dr. James E. Bostic, Jr.
Chairman
South Carolina Commission on Higher Education
1429 Senate Street
Columbia, South Carolina 29201

Dear Dr. Bostic:

I am writing in response to the proposed higher education desegregation plan Governor Riley submitted on March 9 and your letter dated April 17, 1981. We regret the delay in our response.

As requested in the Governor's transmittal letter, I am enclosing our staff evaluation which is intended to highlight, in summary fashion, our analysis of the proposed South Carolina Plan and to provide a basis for discussion about its modification. Clearly, the proposed Plan is the result of a dedicated and thoughtful effort. It is positive in many respects and, with a few exceptions, contains the broad commitments called for in the Criteria. In this regard, certain commitments called for in Part I of the Criteria, strengthening the role of the traditionally black institutions, were omitted. In addition, it is unclear whether the Technical Education Centers are included in the employment section of your proposed Plan as called for by the Criteria.

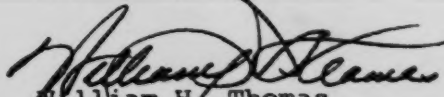
As indicated in our Letter of Findings (LOF) dated January 15, 1981, we are required by a December 1977 Court Order entered in Adams Litigation to complete compliance negotiations and initiate enforcement action, if voluntary compliance is not achieved within 120 days. We recognize that more time is needed to satisfactorily complete our negotiations in the case and have requested Department of Justice (DOJ) to seek an agreement with Adams plaintiffs to allow more time in this and other similar cases.

If an agreement cannot be reached, OCR will request that DOJ petition the Adams court for an extension time. We are committed to make every effort to secure the time we both need to insure that South Carolina's Higher Education Desegregation Plan is both legally sufficient and educationally sound.

Page 2 - Dr. James E. Bostic, Jr.

While work remains to be done on the Plan, we are encouraged by your initial response, including the placement of the doctorate degree program at South Carolina State, and by the cooperative spirit in which you have undertaken this effort. To this end, I will contact you within the next few days to arrange a meeting with you and your staff. In the meantime, please feel free to call upon me and my staff at any time, if we can be of any assistance to you in the interpreting and elaborating upon our evaluation.

Sincerely yours,


William H. Thomas
Director

Enclosure

cc: Governor Richard W. Riley
Dr. Howard Boozer
Mr. W. W. Johnson

Office for Civil Rights' Staff Evaluation of South Carolina's March 9, 1981
Proposed Higher Education Desegregation Plan

CRITERIA	SOUTH CAROLINA PLAN DATED 3-9-81	OCR COMMENTS
I. Commitment to disestablish the dual system.	The commitment is made in Governor Riley's letter dated 3-9-81.	Commitment acceptable.
I.A Define institutional missions in non-racial terms.	Institutional missions are described in non-racial terms on pp.11-18 of <u>Plan</u> and in Appendix G.	Student and staff projections called for by Section I.A.3 of the <u>Criteria</u> should be provided. References in other sections of the plan to program enhancements (e.g. Ed.D. in Education Administration at SCSC and the premier nuclear science program at Denmark) suggest broader missions for the TBIs than indicated by the current mission statements. This should be clarified. Service areas for the Technical Education Centers should also be provided and explained. (It appears that Denmark's service area is statewide, where other TECs are regional).
I.B Specify steps to strengthen the roles of TBIs.	The State proposes to strengthen the role of SCIC by enhancing its academic programs, adding new degree programs and providing the resources needed to support these programs (e.g., facilities, staff, equipment) (pp. 57-60). Denmark Technical Center is to be strengthened by adding new programs and expanding existing programs (p. 66-67).	The Plan's proposal to strengthen existing academic programs at the TBIs is commendable as is the fact that specific new programs are identified. However, additional information is needed to determine the effect that the new programs will have on the enhancement and desegregation of the TBIs. Therefore, for each new or improved program, the plan should provide enrollment projections by race, a statement whether the program is duplicated or is in high demand, and a schedule for the allocation of resources to the program. The method for assessing whether a program is high demand should also be provided.

CRITERIA	SOUTH CAROLINA PLAN DATED 3-9-81	OCR COMMENTS
I.B1 Commitment to make necessary improvements to the TBIs to enable them to fulfill their missions including improvements in physical plants, equipment, programs, research, and services.	Commitment made (pp. 57, 66). The State commits to strengthen the TBIs by taking the following steps: <u>South Carolina State College (SCSC)</u> 1) Strengthening Academic Support Program (p. 57). 2) Enhancing existing programs by spending \$1.7 million over five years to secure 14 new positions for program accreditation purposes (p. 57) 3) Establish the following new programs (pp. 57-60). A. A School of Business Administration costing \$900,000 for staff and \$6.3 million for new construction. B. An accredited Engineering Technology Program. C. Doctor of Education (Ed.D.) and a Specialist in Education (Ed.S.) in Education Administration. University of South Carolina-Columbia's (USC) Ed.D. program will be phased out. * "All new programs for the enhancement of SCSC and funds required . . . must follow the established procedures of the Commission on Higher Education (CHE) and the General Assembly." (p. 59)	See above for general comments. 2) The Plan should list the programs to be accredited. 3-C: The Plan should include a schedule for initiating these programs. A schedule for the phasing out of USC's Ed.D. program should be provided. * The Plan should commit the State to provide SCSC with any necessary resources and assistance to to enable it to meet the requirements of the CHE and General Assembly and should establish a schedule to complete CHE action on these new programs within one year. Further, the Plan should commit the State to adopt comparable alternatives if it is not possible to implement any of the programs listed in the Plan.

CRITERIA	SOUTH CAROLINA PLAN DATED 3-9-91	OCR COMMENTS
I.B.1 cont'd	<u>Denmark Technical Center</u>	
	1) Establishing the Denmark Technical Education Commission to facilitate the statewide recruitment of white students, the placement of graduates, and the development and improvement of occupational programs. (p. 66)	1) A proposed schedule of activities should be provided.
	2) The State commits to enhance the following existing programs (pp. 66-68):	
	A. Nuclear Engineering Program B. Construction Management Technology C. Air Conditioning/Refrigeration and Machine Tool Technology	2-A. A description of how the programs will be enhanced including the new curriculum changes should be provided.
	3) Initiating new programs (p. 66). Two new degree curricula will be initiated in 1981-82: A.S. in Public Service and A.S. in Business. The A.S. in Business will contain majors in accounting, data-processing, and general business.	3) The Plan should specify whether these two new programs have been approved and if not, whether the policy and procedural document at Appendix Q applies to Denmark. If it does, please see the asterisked comment above.
	* "[I]t is assumed that enrollment growth will provide the state funds required to meet these costs in the third year of the plan and beyond." (p. 68)	* The Plan should clarify how the State will finance the proposed academic enhancements if student enrollment declines.

CRITERIA	SOUTH CAROLINA PLAN DATED 3-9-81	OCR COMMENTS
I.B2 Commitment to provide TBIs with facilities, programs, degree offerings and faculties comparable to TWIs with similar missions.	The Plan reports that "to put SCSC's average faculty salaries in line with their peer institutions will require a total salary adjustment of \$23,309" (p.64) and that "To upgrade SCSC faculty salaries to the average salaries of the Citadel and Winthrop and provide funding for faculty promotions already approved requires an expenditure of \$349,604 as a one time adjustment (p.65). A summary table (p.80) indicates that a \$2.1 million cost adjustment for faculty salaries at SCSC will be needed during the life of the Plan.	To complete this commitment, the plan should address the comparability of programs, degree offerings, facilities, financial assistance, and other services for each TBI as called for by the Criteria. While the plan identifies the funds required to achieve faculty salary comparability, it does not include a specific commitment to allocate those funds. In addition, the relationship between the \$2.1 million (p. 80) and the dollar amounts found on pages 64 and 65 should be clarified.
I.B3 Assessment of physical plant of each TBI.	Not addressed.	Plan should include an assessment of each TBI's physical plant.
I.B4 Description of resources which will be provided to implement steps specified in IB.	The Plan indicates (p. 60) that \$7.8 million will be spent to enhance SCSC's academic programs and upgrade faculty salaries and that \$6.3 million will be spent for new construction (Business Bldg.). \$515,000 will be spent to enhance academic programs at Denmark (p. 68).	The Plan should clarify the relationship between Table Xv (p. 80) which indicates a \$1.1 million cost for enhancing Denmark and the described activities cost on pages 66-67. We also note that the summary paragraph (p. 65) omits the proposed two associate programs and the dollar amount of \$515,000 is less than the sum total of activity costs by item as described on pages 66-67.

CRITERIA

SOUTH CAROLINA PLAN DATED 3-9-81

OCR COMMENTS

- I.C Commitment to eliminate educationally unnecessary program duplication.

"The Commission's plan to review graduate programs in five fields of study - mathematics, physical sciences, biological sciences, health professional, and engineering - in 1980-81 is on schedule. Programs in the first three areas were reviewed in Fall, 1980, and programs in the last two are to be reviewed in Spring 1981. The Commission plans to review all programs, field by field, at the baccalaureate level and above, beginning in 1981-1982. Summary reports resulting from these reviews will be incorporated in annual progress reports to the U.S. Department of Education. This orderly process holds the maximum potential for eliminating educationally unnecessary duplication and for strengthening existing programs at South Carolina State, while at the same time holding to the goal of increased access for educational opportunity for all." (p.49)

While the Commission's decision to review all academic programs is ambitious and commendable, there is no commitment to eliminate educationally unnecessary program duplication among TBIs and TWIs in the same service area, with the objective of strengthening the TBIs, as called for by the Criteria. Information provided in the Plan, indicates that this type of program duplication does exist. The elimination of such program duplication presents an opportunity to differentiate TBIs from TWIs on academic grounds thereby facilitating the desegregation process.

- I.D Commitment to give priority consideration to placing new programs consistent with their mission at TBIs.

Not addressed

The commitment should be made in accordance with the Criteria.

- I.E Commitment to withhold approval of changes in the state system which would thwart desegregation goals.

Not addressed

The commitment should be made in accordance with the Criteria.

CRITERIA	SOUTH CAROLINA PLAN DATED 3-9-81	OCR COMMENTS
I.F Commitment to advise OCR prior to the adoption of proposed major changes in the mission or character of institutions which may affect desegregation goals.	Not addressed	This commitment should be made in accordance with the <u>Criteria</u> .
I.G Specify timetables and interim benchmarks for actions to achieve goals.	Initiation dates are provided for some enhancement activities. (pp. 57-60, 66-68).	In addition to initiation dates, the plan should include <u>timetables</u> and interim benchmarks for proposed measures and enhancement activities as called for by the <u>Criteria</u> .
I.H Commitment to take specific measures to achieve objectives--to be described in supplementary statement to plan.	The plan provides measures pertaining to enhancing the Tbls (pp. 57-60, 66-68) and proposes to continue to study program duplication (p. 49).	As noted above, some specific measures are provided, but more information is needed in several areas. Such information should be included in the plan or forwarded as a supplementary document within 30 days of filing the plan.
II. Commitment to provide equal education opportunity and to operate state system on a desegregated basis.	"The State has taken or is in the process of taking significant steps to improve equity and equal opportunity in its system"(p. 4).	The commitment is adequate.

CRITERIA

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| II.A Commitment to enroll black students in proportion to white high school graduates who enter system. | ". . . South Carolina sets as a goal during the life of the Plan to increase the proportion of black high school graduates throughout the state who enter two-year and four-year undergraduate public higher education institutions in the state until the proportion of blacks at least equals the proportion of whites who enter such institutions by the end of the Plan. In January, 1982, interim benchmarks for achieving this goal will be set" (p. 24). | The commitment is adequate. The plan, however, should establish annual goals based on available information, until such a time as more accurate data is obtained. |
| II.B.1 Commitment to an annual increase in the proportion of black students enrolled in each four year TWI. | Adopts the goal (p.25) and provides a table indicating institutional percentage increases from 1981 to 1985. | Commitment is adequate. |
| II.B.2 Commitment to reduce by at least 50% the disparity in proportion of black and white high school graduates entering the group of four year TWIs. However, this shall not require an increase in black student admissions by more than 150% above the admissions for the academic year preceding the year in which the plan is requested. | Adopts the goal of enrolling 2,295 additional blacks by Fall 1985 (p.27). Institutional interim goals are listed on p.28. | Commitment is adequate. |
| II.C Commitment to enroll black graduates of undergraduate institutions in graduate or professional schools in proportion to white graduates of undergraduate institutions in the state who enter such schools. | Adopts the general goal. States that data is not currently available to identify disparity. By January 1982, the Commission will determine whether a disparity exists and interim benchmarks and measures will be established, if necessary (p. 31). | The commitment is generally adequate. The plan, however, should commit to include goals by major graduate and professional fields of study, expressed in term of state residents. |

CRITERIA	SOUTH CAROLINA PLAN DATED 3-9-81	OCR COMMENTS
II.D Commitment to increase the proportion of white students attending TBIs and two years after the commencement of the plan to establish goals for increasing white student enrollment at TBIs.	Denmark Technical Center will establish a five-year recruitment/retention plan by May 1, 1981 (p. 30) and South Carolina State will engage in recruitment/retention activities beginning in the 1983-84 school year (Appendix L).	While it is appropriate to delay setting specific enrollment goals until 1984, the plan should describe recruitment activities to be initiated by the TBIs to increase white student enrollment commencing at the outset of the plan.
II.E Commitment to take all reasonable steps to reduce and disparity between the proportions of black and white students graduating from two year, four year, and graduate institutions. Establish annual benchmarks for achieving commitment.	The Plan adopts the general goal (pp. 27, 33). States that by January, 1982 the Commission will determine if a disparity exists and, if necessary, interim benchmarks . . . and measures will be selected. (p. 33)	The commitment is adequate
II.F Commitment to expand mobility between two and four year institutions.	The Plan states that the <u>South Carolina Master Plan for Higher Education</u> (1979) contains recommendations which address this commitment (p. 34). Recommendations are also found at page 199 of the Plan.	The relevant portions of the <u>South Carolina Master Plan</u> should be appended to the State's proposed desegregation plan. In addition the recommendations should be adopted as policy.
II.G Specify timetables and interim benchmarks for actions to achieve goals.	Specific timetables and interim benchmarks are provided for the following goals: II B-1 (p. 25) II B-2 (p. 28)	Goals and timetables for II.C and II.E will be forwarded to OCR by January 1982.
II.H Commitment to take specific measures to achieve objectives; to be described in supplementary statement to plan.	The Plan provides a brief description of proposed measures on pp. 30, 31, 34, 35 and 66, as well as Appendices M and N. Commits to provide additional measures in 30 days (Appendix M).	The supplementary document, to be forwarded by June 1, 1981, should include the measures which each institution will initiate to achieve the above-stated goals.

CRITERIA	SOUTH CAROLINA PLAN DATED 3-9-81	OCR COMMENTS
III. Commitment to increase the proportion of black academic and non-academic employees in the system and to increase black representation on governing boards of the state system and of individual institutions.	The broad commitment is made. (pp. 22,36)	The commitment should include the Technical Education Centers and their System's board.
III.A Commitment that proportions of black faculty, administrators and staffs of each institution in positions <u>not</u> requiring a doctoral degree, shall equal the proportion of black students graduating with masters degrees from state institutions <u>or</u> the proportion of blacks with the required credentials in the relevant labor market, whichever is greater.	Adopts the goal (p.36). Provides a table (p.37) which contains institutional goals. * Commits to raise the percentage of white faculty and administrators at Denmark to 28 percent by 1985 (p. 68).	The commitment is adequate. The plan, however, should include goals for the staffs of various boards and State higher education entities. In addition, the plan at Table IV (p. 37) should include institutional goals, rather than an aggregate goal for the USC system. * While the commitment to raise the percentage of white faculty and administrators at Denmark to 28 percent is laudable, it is not a terminal goal. Please describe how this goal was established.

CRITERIA	SOUTH CAROLINA PLAN DATED 3-9-81	OCR COMMENTS
III.B Commitment that each institution will have among its faculty and administrators, in positions requiring a doctoral degree, proportion of blacks equal to the proportion of blacks with the required credentials in the relevant labor market.	Adopts the general goal (p.38) and states that the interim goals for administrators (Table V, p.40) and faculty (Table VI, p.41) will be updated each year.	The commitment is adequate. The plan, however, should include goals for the staffs of various boards and State higher education entities. In addition, the institutional goals for administrators (Table V) should be identified for each institution in the USC system.
III.C Commitment that each institution will have proportion of non-academic personnel at least equal to the proportion of blacks with required credentials in the relevant labor market.	Adopts the general goal (p.39). States that accurate information is not currently available to assess the relevant labor market. Commits to "... make an effort to determine for each institution the relevant labor market area for non-academic personnel and set institutional goals for life of plan" (p.42).	The commitment is adequate. The plan, however, should establish institutional goals based on available information, until such time as more accurate data is obtained. Also, a time should be set to complete this study within one year.
III.D Assurance that until goals of III A-C are met for institutions as a whole, the proportion of blacks hired shall not be less than the proportion of blacks with the required credentials in the relevant labor market.	Assurance provided at p.42.	Commitment made.

CRITERIA	SOUTH CAROLINA PLAN DATED 3-9-81	OCR COMMENTS
III.E Specify timetables and interim benchmarks for action to achieve goals.	Specific timetables and interim goals provided for III-A (p.37) and III-B (pp.40-41).	Plan does not include specific timetables and interim benchmarks for III-C. (See above.)
III.F Commitment to take specific measures to achieve objectives; to be described in supplementary statement to plan.	Provided measures for increasing the percentage of whites at Denmark (p.68), administrative staff for all higher education institution (Appendix O) and measures for five institutions (Appendix P). Also, states that additional measures will be forwarded 30 days (Appendix P).	The supplementary document, to be forwarded by June 1, 1981, should include a complete description of measures which each institution will initiate to achieve the above-stated goals.
III.G Commitment to increase blacks appointed to governing boards to be more representative of the racial population in state or area served.	Adopts the general commitment (p.22). States that "... proposals similar to those at Appendix K, which allows the Governor three appointments to each board except Clemson's, will be considered by the General Assembly in 1982."	Commitment is adequate. Please provide a copy of the actual proposal which will go to the General Assembly.
IV.A-1 Commitment to substantial progress toward each goal in the first two years of plan.	Not addressed	This commitment should be made in accordance with the <u>Criteria</u> .
IV. A-2 Signatures of governor and all other appropriate state officials adopting the goals.	Assurance of signatures given (p. 71).	Commitment made. Appropriate signatures will be part of the final document.
IV. A-3 Certification that achieving the goals and benchmarks has been adopted as official policy by each appropriate agency and official.	Certification given at p.4	Commitment made.

CRITERIA	SOUTH CAROLINA PLAN DATED 3-9-81	OCR COMMENTS
IV. B Indicate whether a biracial committee has been appointed to aid in developing and monitoring the plan.	States that the Commission is the State agency responsible for monitoring the Plan and that it is broadly representative of the general population (p. 71).	
IV. Commitment to provide C & E periodic statistical and narrative reports.	Commits to provide narrative assessments on . . . August 15 of each year after acceptance of Plan (p. 71). Commits to provide statistical reports starting in 1982 and each succeeding year of Plan regarding data by race on South Carolina residents who enter the state system for the first time (p.24).	OCR will provide the State with copies of the annual statistical report forms.



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

RUTLEDGE BUILDING

1429 SENATE STREET

COLUMBIA, S. C. 29201

May 10, 1981

**TELEPHONE
803/788-3407**

Mr. William H. Thomas, Regional Director
Office of Civil Rights, Region IV
United States Department of Education
101 Marietta Tower
Atlanta, Georgia 30323

Dear Bill:

I am writing in response to your letter of May 4, 1981, which was received at our office on May 6, 1981. You enclosed your staff's evaluation of the South Carolina Plan submitted to the U. S. Department of Education by Governor Riley on March 9, 1981. You stated that this evaluation was intended to "provide a basis for discussion about its (the Plan's) modification." However, by telephone, on May 6, 1981, you informed Mr. James L. Solomon, Jr., of the Commission staff that the State should (1) respond to the OCR comments with which it agrees, either by providing the additional information or data cited as needed or by proposing a timetable for doing so; and (2) identify those U. S. Department of Education comments with which the State disagrees and state the basis for the disagreement. You further indicated that this material should be submitted to your office as soon as possible and that it would provide the basis for the negotiation session on the Plan tentatively set for May 14, 15, and 16, 1981, here in Columbia. We have prepared the following enclosures in response to your May 4, 1981, letter.

Enclosure 1 provides a summary statement of South Carolina's position to the response to the January 7, 1981, letter and as the State's response to your letter of May 4, 1981.

Enclosure 2 provides student and staff projections from 1981-82 through 1985-86 and responds to comments on the missions of S. C. State College and Denmark Technical College and the service area of Denmark Technical College.

Enclosure 3 provides the State's response to the Department's comment on enhancement program projections by race and the uniqueness or demand for such programs.

Mr. William H. Thomas
May 10, 1981
Page 2

Enclosure 4 provides the State's response to the Department's comment on the enhancement programs planned for South Carolina State College and Denmark Technical College.

Enclosure 5 provides the State's response to the Department's comment on comparability of programs, degree offerings, facilities, financial assistance and other services at TBIs; the allocation of funds to achieve faculty salary comparability at S. C. State; and the relationship between the \$2.1 (p. 80) and dollar amounts on pages 64 and 65.

Enclosure 6 provides the State's response to the Department's comment on an assessment of each TBI's physical Plant.

Enclosure 7 provides the State's response to the Department's comment on resources which will be required to implement steps specified in IB of the Criteria.

Enclosure 8 provides the State's response to the Department's comment on the commitment to eliminate educationally unnecessary program duplication.

Enclosure 9 provides the State's response to the Department's comment on the commitment to give priority consideration to placing new programs consistent with the missions of the TBIs.

Enclosure 10 provides the State's response to the Department's comment on the commitment to withhold approval of changes in the State system which would thwart desegregation goals.

Enclosure 11 provides the State's response to the Department's comment on the commitment to advise OCR prior to the adoption of proposed major changes in the mission or character of institutions which may affect desegregation goals.

Enclosure 12 provides the State's response to the Department's comment on the need to provide specific timetables and interim benchmarks for actions to achieve goals.

Enclosure 13 provides the State's response to the Department's comment on the commitment to take specific measures to achieve objectives.

Enclosure 14 provides the State's response to the Department's comment on the commitment to enroll black students in proportion to white high school graduates who enter the State system of higher education.

Enclosure 15 provides the State's response to the Department's comment on the commitment to enroll black graduates of undergraduate institutions in graduate or professional schools in proportion to white

Mr. William H. Thomas
May 10, 1981
Page 3

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graduates of undergraduate institutions in the State who enter such schools.

Enclosure 16 provides the State's response to the Department's comment on the commitment to increase the proportion of white students attending TBIs.

Enclosure 17 provides the State's response to the Department's comment on the commitment to expand mobility between two- and four-year institutions.

Enclosure 18 provides the State's response to the Department's comment on the commitment to increase the proportion of black academic and non-academic employees at the Technical Colleges and their governing boards.

Enclosure 19 provides the State's response to the Department's comment on Section III. A of the Criteria.

Enclosure 20 provides the State's response to the Department's comment on Section III. B of the Criteria.

Enclosure 21 provides institutional goals for non-academic personnel which have been developed based upon currently available information.

Enclosure 22 provides the State's response to the request for a copy of the actual proposal which will be submitted to the General Assembly to achieve the goal of increasing black representation on governing boards.

Enclosure 23 provides the State's response to the Department's comment on the commitment to make substantial progress toward each goal in the first two years of the Plan.

It is important to note that the S. C. Budget and Control Board has recommended to the S. C. General Assembly that the Business Administration Building (\$6.3 million) for S. C. State College be included in the 1981-83 Capital Improvement Bond Bill. This was done prior to full acceptance of the Plan by the U. S. Department of Education to demonstrate a good faith effort by the State of South Carolina to the goals of the Plan. South Carolina is starting a biennial capital improvement bond cycle in the 1981 session of the General Assembly. Exclusion of the Business Administration Building from the 1981-83 Capital Improvement Bond Bill would mean a two-year delay in this project.

The point must be made, however, that the delay in the acceptance of the S. C. Plan by the U. S. Department of Education makes the appropriation of general operating funds by the S. C. General Assembly for the various aspects of the Plan virtually impossible for 1981-82. The

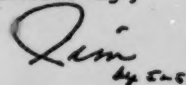
Mr. William H. Thomas
May 10, 1981
Page 4

S. C. General Assembly has passed the point in its 1981-82 deliberations where major new appropriations can be successfully considered. Therefore, the items in the Plan which require new State appropriations will very likely not be considered until the 1982 session of the General Assembly.

We are pleased that we have been able to provide you the State's response to your May 4, 1981, letter on such a timely basis. We request that the State be informed of any efforts by the U. S. Department of Education or the U. S. Department of Justice to seek an extension from the Federal Courts in which to consider the South Carolina Plan.

We look forward to the negotiation sessions and to the successful conclusion of these discussions with the U. S. Department of Education.

Sincerely,



James E. Bostic, Jr.
Chairman

JEBjr:fb

Enclosures

cc: The Honorable Richard W. Riley
The Honorable Daniel R. McLeod
Mr. W. W. Johnson
Dr. Howard R. Boozer
Mr. Burton Taylor



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

RUTLEDGE BUILDING

1429 SENATE STREET

COLUMBIA, S. C. 29201

**TELEPHONE
803/758-2407**

May 16, 1981

Mr. William H. Thomas, Regional Director
Office of Civil Rights, Region IV
United States Department of Education
101 Marietta Tower
Atlanta, Georgia 30323

Dear Bill:

Our negotiation sessions with officials from the U.S. Department of Education on May 14, 15, and 16, 1981, on the South Carolina Plan, submitted to the Department of Education by Governor Riley on March 9, 1981, were productive.

During these sessions we reviewed the Department's May 4, 1981, staff comments on the South Carolina Plan and the South Carolina response to these comments, dated May 10, 1981. I enclose our revision of the South Carolina response to your May 4, 1981, letter (and enclosure), which provides additional information and clarification where necessary.

We believe that in the revised South Carolina response (dated May 16, 1981) we have addressed all of the matters that were discussed and hope that the U.S. Department of Education will be able to approve the South Carolina Plan soon. As we also discussed, we are expecting a timely response.

Sincerely,

A handwritten signature in cursive script that reads "Jim Bostic".

James E. Bostic, Jr.
Chairman

JEBjr:dkj

Enclosure

cc: The Honorable Richard W. Riley
The Honorable Daniel R. McLeod
Mr. W. W. Johnson
Dr. Howard R. Boozer
Mr. Burton Taylor



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

**RUTLEDGE BUILDING
1429 SENATE STREET
COLUMBIA, S. C. 29201**

June 6, 1981

**TELEPHONE
803/758-2407**

Mr. Burton Taylor, Acting Director
Division of Postsecondary Education
Office of Civil Rights
U. S. Department of Education
Room 503 Switzer Building
400 Maryland Avenue, SW
Washington, DC 29202

Dear Mr. Taylor:

I am writing concerning the S. C. Plan for Equity and Equal Opportunity in the Public Colleges and Universities. We received by a telephone call on June 3, 1981, from Mrs. Julia Dobbs of your staff to Mr. James L. Solomon of the Commission's staff, a listing of additional clarifications which the U. S. Department of Education requests that we make in the revised South Carolina response dated May 16, 1981.

We have addressed all of the matters that were discussed during the June 3 telephone conversation by Mrs. Dobbs and Mr. Solomon. The May 16 document, revised to incorporate the requested clarifications, will be delivered to your office on June 8, 1981 at 10:00 a.m. and will be the basis for further negotiations with respect to the South Carolina Plan. We hope that this negotiation session will provide the U. S. Department of Education with all of the documentation needed to approve the South Carolina Plan.

We look forward to seeing you on June 8 and to working with you in the implementation of the South Carolina Plan.

Sincerely,

Jim Bostic
J.E.B.

James E. Bostic, Jr.
Chairman

JEBJr:dm

Enclosure

**SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION****RUTLEDGE BUILDING****1429 SENATE STREET****COLUMBIA, S. C. 29201****TELEPHONE
803/758.2407**

June 8, 1981

Mr. William H. Thomas
Regional Director
Office for Civil Rights, Region IV
U.S. Department of Education
101 Marietta Tower
Atlanta, Georgia 30323

Dear Bill:

I am pleased on behalf of the Honorable Richard W. Riley, Governor of South Carolina, to transmit to you the South Carolina Plan which addresses all the concerns identified in written and oral communications between officials of the Office for Civil Rights (OCR) and the State of South Carolina.

The Plan consists of 2 documents: (1) The South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities (dated March 9, 1981), and (2) a supplementary document, entitled South Carolina's Response to OCR's Comments on the South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities, originally submitted on May 10, 1981, and revised on May 14, 15, and 16, 1981, on June 4, 5 and 6, 1981, and on June 8, 1981.

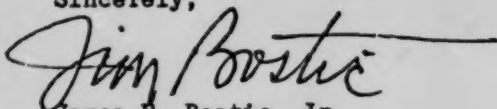
We have agreed as a result of our discussion on June 8, 1981 to provide the U.S. Department of Education by October 1, 1981 with the following documents: (1) for each of the traditionally white senior public institutions, a detailed description, including estimated cost and schedule (an expansion of Appendix M in the Plan), of student recruitment and retention measures designed to achieve the goals set forth in the Plan; (2) a detailed description, including estimated cost and schedule (an expansion of Appendix N in the Plan), of measures to attain the employment goals of increasing black representation on the faculty, administration and staff in these institutions (the measures will include activities to take place over the life of the Plan); and (3) enrollment projections for each new or enhanced high demand or unduplicated program at South Carolina State College for each year for the life of the Plan. These projections

will demonstrate that a significant proportion of South Carolina State College's students will be enrolled in high demand or unduplicated programs by 1985-86. For the purposes of this paragraph, "significant" is defined as at least 25 percent.

The State of South Carolina will also provide the measures to attain the employment goals as submitted by the TEC institutions to the South Carolina Human Affairs Commission. This information will be submitted within 30 days after receipt by the South Carolina Human Affairs Commission but no later than August 1, 1982.

We look forward to your rapid formal acceptance of the South Carolina Plan and are committed to working with the U.S. Department of Education in implementing the South Carolina Plan.

Sincerely,



James E. Bostic, Jr.
Chairman

Enclosure

cc: The Honorable Richard W. Riley
The Honorable Daniel R. McLeod
Mr. W. W. Johnson
Dr. Howard R. Boozer
Mr. Burton Taylor

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
1429 Senate Street, Columbia

Commission Members

James E. Bostic, Jr., <u>Chairman</u> (1984) Greenville	J. Clyde Shirley (1982) Belton
Willa J. Dewitt (1984) Conway	Mortimer F. Smith (1984) Cayce
Robert C. Gallagher (1982) Charleston	Nanette H. Smyth (1982) Beaufort
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Robert E. Graham (1982) Sumter	Nelle H. Taylor (1984) Saluda
Harold W. Jacobs (1982) Columbia	Robert L. Utsey, Jr. (1984) St. George
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Joseph O. Rogers, Jr. (1982) Manning	Robert F. Williams (1984) Greer
Fred R. Sheheen (1982) Camden	Louis D. Wright, Jr. (1984) Florence

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		Ann Klingenhagen*

*Part-time

STEERING COMMITTEE
TO GUIDE THE DEVELOPMENT OF THE SOUTH CAROLINA PLAN FOR
EQUITY AND EQUAL OPPORTUNITY IN THE PUBLIC COLLEGES AND UNIVERSITIES

Listing of Members

Mr. W. W. Johnson, Chairman
Chairman of the Board and
Chief Executive Officer
Bankers Trust of South Carolina
Columbia

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Chairman, South Carolina Commission
on Higher Education
Riegel Textile Corporation
Greenville

Dr. Bill L. Atchley
President, Clemson University
Clemson

Mr. Howard L. Burns
Chairman, Board of Trustees,
Winthrop College
Greenwood

The Honorable Harry A. Chapman, Jr.
Chairman, Senate Education Committee
Greenville

Mr. James E. Clyburn
Commissioner, South Carolina Human
Affairs Commission
Columbia

Mr. Robert C. Gallagher
Vice Chairman, South Carolina
Commission on Higher Education
Certified Public Accountant
Charleston

Mr. Roosevelt Gilliam, Jr.
Member, South Carolina Commission
on Higher Education, and Chairman,
CHE Special Committee on
Affirmative Action
Springs Mills
Fort Mill

The Honorable L. Marion Gressette
Chairman, Senate Judiciary Committee
St. Matthews

Dr. James B. Holderman
President, University of South
Carolina
Columbia

Dr. Milton Kimpson
Executive Assistant to the
Governor for Education and
Human Services
Columbia

Mr. John H. Lumpkin, Jr.
Boyd, Knowlton, Tate, and Finlay
Columbia

The Honorable Daniel R. McLeod
Attorney General of South Carolina
Columbia

Dr. M. Maceo Nance, Jr.
President, South Carolina State
College
Orangeburg

Dr. Henry Ponder
President, Benedict College
Columbia

Mr. William T. Putman
Executive Director, South Carolina
Budget and Control Board
Columbia

Dr. Luns C. Richardson
President, Morris College
Sumter

The Honorable Ramon Schwartz, Jr.
Speaker, South Carolina House
of Representatives
Sumter

The Honorable Robert J. Sheheen
Chairman, House Judiciary Committee
Camden

(over)

Dr. Walter D. Smith
President, Francis Marion College
Florence

The Honorable Nancy Stevenson
Lieutenant Governor of South Carolina
Columbia

The Honorable Eugene C. Stoddard
Chairman, House Education and
Public Works Committee
Gray Court

The Honorable McKinley Washington, Jr.
Chairman, South Carolina Legislative
Black Caucus
Edisto Island

TECHNICAL COMMITTEE
TO ASSIST IN THE DEVELOPMENT OF THE SOUTH CAROLINA PLAN FOR
EQUITY AND EQUAL OPPORTUNITY IN THE PUBLIC COLLEGES AND UNIVERSITIES

Listing of Members

Dr. James E. Bostic, Jr., Chairman
Chairman, South Carolina Commission
On Higher Education
Riegel Textile Corporation
Greenville

Mrs. Treva Ashworth
Assistant Attorney General
Columbia

Mr. Paul Beazley
Deputy Commissioner for
Consultative Services
South Carolina Human Affairs
Commission
Columbia

Dr. Howard R. Boozer
Executive Director
South Carolina Commission
on Higher Education
Columbia

Mr. Charles A. Brooks, Jr.
Assistant Director for
Financial Affairs
South Carolina Commission
on Higher Education
Columbia

Dr. Carl A. Carpenter
Vice President for Academic Affairs
South Carolina State College
Orangeburg

Mr. G. William Dudley, Jr.
Executive Director
State Board for Technical and
Comprehensive Education
Columbia

Mr. Charles T. Ferillo
Director, Office of Research,
South Carolina House of
Representatives
Columbia

Mrs. Victoria Fox
Affirmative Action Officer
University of South Carolina
Columbia

Dr. George P. Fulton
Assistant Director for Health Affairs
South Carolina Commission on
Higher Education
Columbia

Mr. Roosevelt Gilliam, Jr.
Member, South Carolina Commission
on Higher Education, and Chairman,
CHE Special Committee on
Affirmative Action
Springs Mills
Fort Mill

Mr. James M. Holly
Assistant Attorney General
Columbia

Dr. Frank E. Kinard
Assistant Director for Programs
and Research
South Carolina Commission on
Higher Education
Columbia

Dr. Alba M. Lewis
Member, South Carolina Commission
on Higher Education
Orangeburg

Dr. James W. Martin
Assistant to the President for
Affirmative Action and Minority
Affairs
Medical University of South Carolina
Charleston

Mr. Frank Mauldin
Director, Office of Human Resources
Clemson University
Clemson

(over)

Mr. William A. McInnis
Deputy Executive Director
South Carolina Budget and Control Board
Columbia

Mr. Richard E. McLawhorn
Director of Research
Legislative Council
Columbia

Mr. James R. Michael
Assistant Director for Facilities
and Planning
South Carolina Commission on
Higher Education
Columbia

Mr. Larry H. Mitchell
Administrative Assistant
to the Lieutenant Governor
Columbia

Dr. Terry Peterson
Special Assistant for Education
Office of the Governor
Columbia

Mr. Fred R. Sheheen
Member, South Carolina Commission
on Higher Education
The Camden Company
Camden

Mr. William P. Simpson
Assistant Attorney General
Columbia

Mrs. Alvena Smarr
Director of Research
Senate Education Committee
Columbia

Mrs. Nanette H. Smyth
Member, South Carolina Commission
on Higher Education
Beaufort

Mr. James L. Solomon, Jr.
Coordinator of Facilities Planning
South Carolina Commission on
Higher Education
Columbia

INSTITUTIONAL REPRESENTATIVES
TO ASSIST WITH THE COLLECTION OF DATA NEEDED FOR THE SOUTH CAROLINA PLAN
FOR EQUITY AND EQUAL OPPORTUNITY IN THE PUBLIC COLLEGES AND UNIVERSITIES

<u>Institution</u>	<u>Name and Title</u>
Clemson University	Dr. W. David Maxwell Provost and Vice President for Academic Affairs
College of Charleston	Mr. Vernon Rivers Vice President for Institutional Research
Francis Marion College	Mrs. Florence H. Steele Vice President for Institutional Research
Lander College	Dr. Oscar C. Page Academic Vice President
Medical University of South Carolina	Dr. James W. Martin Assistant to the President for Affirmative Action and Minority Affairs
South Carolina State College	Dr. Carl A. Carpenter Vice President for Academic Affairs
The Citadel	Mr. Lee Martin Director of Personnel and Administrative Services
University of South Carolina	Mrs. Victoria Fox Affirmative Action Officer
Winthrop College	Dr. Harold Tuttle Vice Provost
State Board for Technical and Comprehensive Education	Dr. H. McLean Holderfield Coordinator of Planning and Research

8 1007

Concurrent Resolution

By Messrs. Lake, Harris, P. Smith, Patterson

A Concurrent Resolution

TO EXPRESS THE GENERAL ASSEMBLY'S APPROVAL OF THE PRINCIPLES EMBODIED IN THE SOUTH CAROLINA MASTER PLAN FOR HIGHER EDUCATION RECENTLY PRESENTED TO THE GENERAL ASSEMBLY BY THE COMMISSION ON HIGHER EDUCATION AND TO MAKE VARIOUS RECOMMENDATIONS TO THE HIGHER EDUCATION COMMISSION CONCERNING SUCH MASTER PLAN.

IN THE SENATE

DATE

ORDERED

Introduced APR 1 1980 Adopted U.C. Lake

Considered _____

" _____

" _____

SENT TO HOUSE

By Order of the Senate

Frank J. Goff
Clerk

IN THE HOUSE

DATE

ORDERED

Introduced APR 02 1980 ADOPTED

Considered _____

" _____

" _____

" _____

CONCURRED IN
as Amended
and RETURNED to SENATE
By Order of the House

Louis J. Shealy
Clerk

IN THE SENATE APR 2 1980

House Amendments agreed to and a message sent accordingly

Concurrence of House RECEIVED AS INFORMATION

Frank J. Goff
Clerk

Copies Sent to _____

LEG. COUNCIL
OF S.C.
JAN 10 1979

A CONCURRENT RESOLUTION

TO EXPRESS THE GENERAL ASSEMBLY'S APPROVAL OF THE PRINCIPLES EMBODIED IN THE SOUTH CAROLINA MASTER PLAN FOR HIGHER EDUCATION RECENTLY PRESENTED TO THE GENERAL ASSEMBLY BY THE COMMISSION ON HIGHER EDUCATION AND TO MAKE VARIOUS RECOMMENDATIONS TO THE HIGHER EDUCATION COMMISSION CONCERNING SUCH MASTER PLAN.

Whereas, Act 410 of 1978 directed the Commission on Higher Education to prepare a master plan for higher education to be presented to the General Assembly for approval; and

Whereas, Act 410 of 1978 provides that no public institution of higher education shall expand its curricula, administrative staff or faculty, nor shall there be further construction of physical facilities, with certain exceptions, until the plan is approved; and

Whereas, the Commission on Higher Education has undertaken a comprehensive study of higher education and has presented its conclusions in the South Carolina Master Plan for Higher Education; and

Whereas, the Master Plan provides appropriate guidance for higher education in South Carolina and the basis for continuous review and modification; and

Whereas, the General Assembly has certain recommendations to make to the Commission on Higher Education concerning its future operations and higher education in South Carolina. Now, therefore, Be it resolved by the Senate, the House of Representatives concurring: That the General Assembly hereby approves the principles embodied in the South Carolina Master Plan for Higher Education presented to the members of the General Assembly by the Commission on Higher Education in accordance with Act 410 of 1978; provided, however, the approval of the principles embodied in the Master Plan does not in this resolution embrace the specific legislative recommendations contained therein.

Be it further resolved that the General Assembly hereby makes the following recommendations to the Commission in connection with such Master Plan:

(A) That the Commission vigorously pursue the objectives of the Master Plan and Act 410 of 1978, but nevertheless recognize the high priority that was placed on upgrading teacher training programs and colleges by the General Assembly in Act 187 of 1979.

(B) In reviewing existing academic programs and in approving new programs, strict adherence to the three-tier concept should be required of all public institutions of higher education.

(C) In furtherance of the sentiment expressed in paragraph (B) above, immediate consideration should be given to eliminating unnecessary duplication of courses and associate degree programs by technical colleges and other colleges and universities and to preventing such unnecessary duplication from developing in the future. The governing concept should be that of maintaining a

LEG. COUNCIL

high quality of course and program offerings, but simultaneously weighing the economic advantages of conducting such courses and programs at the least expensive institution so that costs to the State and to the students will be as small as possible.

(D) In reviewing and approving nursing programs, careful consideration should be given to long-term needs so that an oversupply of nurses will not exist in the future.

(E) That the Commission conduct a thorough review of the status and future of medical education in this State. Specific attention should be directed toward the roles and costs of The Medical University of South Carolina and The Medical School of the University of South Carolina, the future medical needs of South Carolina, and the most cost-effective way in which the State can meet its identified medical needs.

Be it further resolved that a copy of this resolution be forwarded to the Commission on Higher Education.

MISSIONS OF SOUTH CAROLINA PUBLIC COLLEGES AND UNIVERSITIES

Introduction

There are 63 institutions of higher education in South Carolina - 33 public and 30 private. Expansion of institutions and services has been especially marked in the past decade. There are three general types of public institutions in the State:

Universities, providing degree programs through the doctorate, emphasizing graduate and professional programs in fields of study specific for each,

Senior Colleges, emphasizing undergraduate instruction but also offering master's level programs as are appropriate in specific instances, and

Two-Year Colleges, offering programs at the associate degree level tailored to the specific needs of each community.

The missions of the public universities, senior colleges, and two-year colleges follow on succeeding pages.

PUBLIC UNIVERSITIES

CLEMSON UNIVERSITY

Background

Clemson University was founded in 1889 when the General Assembly accepted the terms of the will of Thomas Green Clemson, conveying land and other property to the State for that purpose. The institution opened its doors in 1893 as Clemson Agricultural College, a Land Grant institution, and has evolved to its present mission as a University emphasizing the sciences and technology. In addition to the usual Land Grant responsibilities of Agricultural Research and Cooperative Extension, Clemson University administers the State's Division of Regulatory and Public Service and Livestock-Poultry Health programs that in other states are handled by separate governmental agencies.

Enrollment in the University was initially limited to men; women were admitted as residential students for the first time in 1955. The Graduate School was formally organized in 1957, although post-baccalaureate programs had been offered in a few selected areas of study for some years prior to that time.

In accordance with the conditions set forth in the will of Thomas Green Clemson and the Act of Acceptance by the General Assembly, Clemson University is governed by a Board of Trustees consisting of 13 members. Of these, six are elected by the General Assembly and seven are life members who elect their own successors.

For the purpose of carrying out its roles in instruction, research, and public service, Clemson is currently organized into nine colleges: Agricultural Sciences, Architecture, Education, Engineering, Forest and Recreation Resources, Industrial Management and Textile Science, Liberal Arts, Nursing, and Sciences.

Academic Programs

Programs leading to baccalaureate and master's degrees are offered through all of Clemson's nine Colleges. Doctoral programs are currently authorized in 25 specialties in the Colleges of Agricultural Sciences, Education, Engineering, Industrial Management and Textile Science, and Sciences.

Clemson offers numerous degree programs not offered elsewhere in the State, including the following: agriculture, city and regional planning, building construction and management, agricultural education, industrial education, textiles, forestry, wood utilization, bioengineering, ceramic engineering, environmental engineering, and recreation and park administration.

Degree programs through the doctorate in the physical and biological sciences and in mathematics provide the foundations of basic knowledge required in all other technological fields of study. Selected programs in the humanities, in letters, and in the arts are also authorized.

Research and Public Service

Research is an indispensable part of most post-baccalaureate education, and Clemson provides research opportunities in all the fields in which graduate instruction is offered. Major emphasis is placed on the sciences and technology. In keeping with its Land Grant role, Clemson's research and graduate programs concentrate on activities that support the economic growth and development of the State and the improvement of the quality of life of its citizens. Faculty consulting and advisory activities are important to State industry and as back-up support to State Government agencies.

Clemson is designated as the Land Grant university to serve South Carolina under the terms of the Morrill Act of 1862, and the University is

assigned the responsibility for the S. C. Agricultural Experiment Station under the provisions of the Hatch Act of 1887, as well as for the operation of the Cooperative Extension Service authorized by the Smith-Lever Act of 1914. Agricultural research is conducted not only on campus but through six branch Experiment Stations. The Cooperative Extension Service, no longer limited to agriculture, seeks practical applications of developing technology to the production, distribution, and marketing of products and services.

Clemson has long been assigned by the General Assembly the responsibility of administering numerous regulatory functions. These programs are administered through the Division of Regulatory and Public Service Programs and the Livestock-Poultry Health Division.

Currently, every College of Clemson University offers continuing education programs, many off campus and not all for degree credit, with the largest enrollments occurring in the Colleges of Agricultural Sciences, Engineering, Industrial Management and Textile Science, and Nursing.

Students

By policy of the Board of Trustees, Clemson limits its enrollment of full-time students on the campus to approximately 10,000. Including all registrants for degree credit, on and off-campus, total enrollment in Fall, 1980, was 11,513. Of this number, undergraduate students comprised 82%, a proportion that is not expected to change significantly. The undergraduate student body is predominantly residential and full-time. Admissions requirements include a combination of class rank and aptitude test scores sufficient to indicate satisfactory progress toward the desired degree at Clemson.

Special Considerations

Clemson's role as the major land-grant university in the State greatly increases its public services activities and responsibilities as a postsecondary institution.

In a spirit of cooperation with the State's other postsecondary institutions, Clemson conducts activities, both by formal agreement and informally, with a majority of the State's other universities and colleges, including the University of South Carolina, The Citadel, S. C. State College, Winthrop College, the Medical University of South Carolina, and the technical colleges. In addition, Furman University and Clemson University jointly administer a program in Greenville leading to the Master of Business Administration degree, to meet the needs of that area for such training. This unusual venture constitutes the only known instance wherein an earned degree is awarded by two universities, one public and one independent.

MEDICAL UNIVERSITY OF SOUTH CAROLINA

Background

The Medical College of South Carolina was founded in 1824, as a private institution, by the Medical Society of South Carolina. Instruction was for some years limited to medicine and, although enrollment was initially limited to men, women medical students were admitted as early as 1895. In 1913, the State assumed operational responsibility for the College as an important part of its system of higher education. At first slowly, and in recent years more rapidly, other health-related fields of study have been added to that of medicine. The College of Pharmacy admitted its first class in 1881 and has been in continuous service since 1894. The nursing program, begun in 1882, was organized into the College of Nursing offering a baccalaureate degree in 1965. The Graduate School was organized in 1965, although graduate

programs in several of the biomedical sciences has been offered since 1948. The College of Allied Health Sciences and the College of Dental Medicine were both established in 1966. In recognition of its emerging status as an academic health center, the name of the institution was formally changed in 1969 to the Medical University of South Carolina.

As a comprehensive academic health center, the Medical University is charged with the mission of providing for the education of health care professionals and biomedical scientists; of providing a referral hospital and clinics for the exemplary diagnosis and treatment of disease; of providing a research environment conducive to the advancement of knowledge as well as to encourage new responses to health care needs; of providing appropriate activities in continuing education throughout the State for all health care professionals; and of serving as the principal educational resource in health-related matters for other institutions, practicing health professionals, and the general public. The Medical University is the State's only academic health center providing a full range of programs in the biomedical sciences.

Academic Programs

Through the College of Medicine, the Medical University offers the M.D. degree. Postgraduate certification for medical residents is currently authorized in the following specialties: anesthesiology, dermatology, family practice, internal medicine, neurology, neurosurgery, obstetrics-gynecology, ophthalmology, orthopedic surgery, pediatrics, psychiatry, radiology, surgery, thoracic surgery, and urology. A total of 374 residencies is provided annually in Charleston area hospitals. The College of Medicine coordinates an additional 338 residencies for postgraduate training in cooperating hospitals in Anderson, Columbia, Florence, Greenville, Greenwood, and Spartanburg. The Medical University expects to continue to place strong emphasis on the preparation of primary care physicians.

A program leading to the D.M.D. degree is offered through the College of Dental Medicine. Postgraduate certification is currently authorized in these specialties: general dentistry, oral and maxillofacial surgery, periodontics, and prosthodontics. The Medical University expects that in the future greater emphasis will be placed on providing clinical training for dentists in Columbia and other community settings.

Programs leading to the B.S. in pharmacy and to the Pharm.D. degree are offered through the College of Pharmacy. Both require entering students to have completed a prescribed course of postsecondary education elsewhere, generally available in most two-year or senior colleges of arts and sciences. Three years of additional specialized study are required to complete the B. S. degree and four to complete the Pharm.D.

An undergraduate program leading to the B.S. in nursing and a graduate program leading to the M.S. in nursing are offered through the College of Nursing. A certificate program, open only to qualified registered nurses, is offered in nurse midwifery. The Medical University is exploring the feasibility of a new program leading to the Doctor of Nursing Science degree.

The College of Allied Health Sciences offers advanced certificate training in the areas of anesthesia for nurses and physician's assistants. The College jointly sponsors with Trident Technical College eight allied health lower division options leading to and including the associate degree as offered by the technical college and a clinical certificate offered by the College of Allied Health Sciences. The College provides undergraduate training in nine upper division allied health specialty disciplines leading to baccalaureate degrees in cytotechnology, dental hygiene, extracorporeal circulation technology, medical record administration, medical

technology, occupational therapy, physical therapy, radiologic technology, and respiratory therapy. The College of Allied Health Sciences offers graduate education leading to the Master in Health Sciences degree. All allied health programs accept students who have completed their general education in the liberal arts and sciences at other institutions in preparation for entry into the various health curricula.

Research and Public Service

The College of Graduate Studies is authorized to offer programs leading to the M.S. and to the Ph.D. in anatomy, biochemistry, immunology and microbiology, pathology, pharmacology, and physiology; and leading to the Ph.D. in molecular and cellular biology and pathobiology. The Medical University expects to place greater emphasis on the availability of postdoctoral study in these fields in the future.

As a comprehensive academic health center, the Medical University's research and public service efforts are necessarily comprehensive and are supported by more than \$10 million annually in non-State funds. The multifaceted research program undergirds the University's role as a major focal point within the State for the acquisition and application of new knowledge to the diagnosis, treatment, prevention, and eradication of disease, as well as contributing to the education of future health care specialists.

As a principal facility of the Medical University, the University Hospital provides a suitable environment to meet the training needs of the University and its students and, in doing so, also provides critical care services for 20,000 inpatients annually. Included within the Hospital are specialized treatment clinics, which served almost 200,000 outpatient visits in 1980, and a complex of clinical laboratories where more than three million patient test results are obtained each year for practitioners, hospitals,

and governmental agencies. The excellent forensic pathology service and the burn service exemplify the University's role as a Statewide referral resource.

Students

Enrollment in the Medical University in Fall, 1980, totalled 2,157 students, not including the 401 postdoctoral residents in dentistry and medicine. Of these, 657 were enrolled in the College of Medicine. Medical students are predominantly recent college graduates, although some older students are usually admitted with each class of 165. Virtually all medical students are residents of the State.

The composition of the dental student cohort is roughly the same, except that the size of the group, limited currently to 55 students per class, is substantially smaller.

The total enrollment included 184 students in the College of Pharmacy. Three-fourths of these were residents of the State.

Students of nursing, at both baccalaureate and master's levels, totalled about 300. More than 90% were residents of the State.

The College of Allied Health Sciences enrolled 628 students in its baccalaureate degree and certificate programs in 1980.

Of the total enrollment at the Medical University, 109 students were enrolled within the College of Graduate Studies.

Special Considerations

The Medical University's teaching, research, and service roles are Statewide in scope and employ a variety of cooperative affiliations throughout the State. The federally assisted Area Health Education Centers (AHEC) program enables more than 50 South Carolina hospitals to participate in such functions as undergraduate medical education, advancement programs for

minorities and the disadvantaged, and continuing and in-service education for health professionals in the communities surrounding each center.

The Medical University and Winthrop College provide, at Winthrop, a baccalaureate degree program for registered nurses in the Rock Hill area.

The Medical University is a member of the Charleston Higher Education Consortium and participates with other members in providing new opportunities in biomedical, social, and marine sciences while increasing its community service programs.

UNIVERSITY OF SOUTH CAROLINA

Background

Chartered in 1801 as South Carolina College, the University of South Carolina was given its present name and function in 1906. A Graduate School was organized in that year. The School of Law was opened in 1884 and professional schools of business, education, engineering, and other professions were added subsequently. The newest professional school, the School of Medicine, admitted its first students in 1977.

Beginning in 1957, the University developed a series of two-year campuses at Florence (1957), Beaufort and Lancaster (1959), Conway (1960), Aiken (1961), Allendale and Union (1965), and Spartanburg (1967), and assumed operation of a two-year campus in Sumter (1973) which had been established seven years earlier by Clemson University. The Center at Florence became Francis Marion College in 1970. Three centers -- at Aiken (1976), and at Conway and Spartanburg (1975) -- have become four-year campuses, and the remaining five continue as two-year campuses. A university undergraduate student has access to baccalaureate degree programs on any one of four campuses and to associate degree programs on all nine.

The University of South Carolina-Columbia is organized into 17 colleges

and schools: Business Administration, Criminal Justice, Education, Engineering, General Studies, Health, Humanities and Social Sciences, Journalism, Law, Librarianship, Medicine, Nursing, Pharmacy, Science and Mathematics, Social Work, and the Graduate School.

Academic Programs

USC-Columbia offers a comprehensive array of baccalaureate degree programs covering most traditional fields of academic study, including a variety of professional areas. At the graduate level there is also a wide range of programs including the State's most comprehensive business school, and the only professional programs of law, librarianship, and public health in the State. Doctoral programs are well developed with one or more being offered in most traditional disciplines. USC-Columbia currently provides the only doctoral training in the State in business, English, geology, psychology, economics, political science, international relations, and marine science.

Research and Public Service

The University maintains active research programs of high quality in all areas in which the doctorate is offered. Particular strengths are to be noted in chemistry, geology, business administration, English, engineering, computer science, and the arts. The achievements of academic and scientific research at USC-Columbia can not be measured in service to the State alone. The quality and strength of ongoing research programs benefit South Carolina and the world, and the latter repays the State with increased investment and industry.

In order to meet its commitment to public service activities, the University maintains a number of bureaus and institutes to bring to bear University resources, as appropriate, on specific problems of private industry and local and State government. Examples are the Bureau of Government Research and Service and the Bureau of Business and Economic Research.

USC-Columbia administers a Graduate Regional Studies Program, providing continuing education courses throughout the State, particularly for teachers and school administrators.

Students

Enrollment at USC-Columbia in Fall, 1980, including those students enrolled through Columbia-based programs such as Graduate Regional Studies, was 26,135. About 24,000 of these were in attendance at the Columbia campus. Approximately 70% of the total were undergraduate students, 80% of whom were enrolled for full-time study. The percentage of undergraduate students in each age group over 30 has doubled in the past few years. This represents a valuable outreach on the part of the University, enabling mature citizens to update professional skills and to enrich their lives. Of post-baccalaureate students, 39% were enrolled for full-time study. The age distribution of graduate students has remained fairly constant, while the number of graduate and first professional students has declined by 14% in the past five years.

The Columbia campus has devised effective methods to provide appropriate opportunities for students of varying abilities. South Carolina College, a special program for gifted students, provides a learning environment of special significance to the State. For those students with academic problems, the University provides special counseling and guidance.

Special Considerations

Interdisciplinary studies facilitate the emergence of secondary disciplines, expedite interdepartmental and cross-college research and teaching, provide new and significant areas of concentration for students, and exploit the educational resources of the University as well as those of outside agencies. The University supports interdisciplinary cooperation and the

establishment of a limited number of interdisciplinary degree programs on the Columbia campus.

The University engages in a number of cooperative programs with other public institutions in the State. Examples are the University Affiliated Facilities program with Winthrop College, and cooperation with the Medical University of South Carolina in biomedical research.

PUBLIC SENIOR COLLEGES

COLLEGE OF CHARLESTON

Background

The College of Charleston was founded in 1770 as an independent institution. By 1826, the City of Charleston had begun a regular program of support for the College, joined in 1918 by Charleston County. In that same year, women were first admitted. The College reverted to independent status in 1949. In 1970 the College was added to the State system as a four-year publicly supported institution, under the governance of the State College Board of Trustees.

Academic Programs

The College of Charleston offers a comprehensive set of baccalaureate degree programs, with majors in most disciplines in the humanities and the natural and social sciences, and with professional programs in education, business, and urban affairs. Language arts remains an area of emphasis. Because of the College's close relationship with the Medical University of South Carolina, specialized professional programs in pre-medicine and in pre-dentistry have been emphasized.

Master's degree programs at the College are operated jointly with other institutions. In cooperation with other members of the Charleston

Higher Education Consortium, the College offers master's programs in marine biology and in special education. By joint agreement with the University of South Carolina-Columbia, an option in Urban Affairs in a program leading to the Master of Public Administration degree is authorized. In addition, the M.Ed. with concentration in elementary or early childhood education is offered.

Research and Public Service

As an institution with major emphasis on its undergraduate programs, and offering master's level programs principally of the professional type, the College does not engage in extensive programs of organized research. Research activities on the part of individual faculty members, as appropriate, are encouraged.

The College maintains a Center for Urban Affairs, as an adjunct to undergraduate and master's level programs, and provides by this means research and public service activities beneficial to local governments. Workshops, seminars, and cultural activities are offered as part of the College's program of continuing education.

Students

The College of Charleston has completed a period of rapid growth that began in 1970. In Fall, 1980, 5,227 students enrolled, of which about 7% were graduate students. Approximately 75% of the undergraduates were full-time. Approximately 1,110 students are housed in permanent college-owned facilities.

Special Considerations

The mission of the College of Charleston is closely entwined with the history of the City of Charleston. The historical, cultural, and architectural resources of Charleston add to the potential of the College of Charleston as an urban institution.

The College is a member of the Charleston Higher Education Consortium, an organization created by the Commission on Higher Education in 1970 and now a separately chartered entity managed by the members themselves. The objective of the Consortium remains that of sharing resources of the public and independent institutions in the Charleston area to provide enhanced services to citizens of the Low Country in a cost-effective manner.

The College of Charleston has entered into cooperative arrangements with the Medical University of South Carolina in the fields of biometry and chemistry. Students may enter graduate programs at the Medical University in these fields after three years of prescribed study at the College and are awarded baccalaureate degrees by the College on receipt of the master's degree from the Medical University.

FRANCIS MARION COLLEGE

Background

Francis Marion College began operation in 1970 as a new four-year public institution. From 1957, Francis Marion had been a two-year regional campus of the University of South Carolina. Upon achieving senior college status, the College came under the jurisdiction of the State College Board of Trustees.

Academic Programs

Francis Marion College, since its beginning as a senior college, has developed a limited array of programs leading to the baccalaureate degree, with majors in selected disciplines in the humanities and the natural and social sciences, and with programs in business and education. Francis Marion also offers the Associate in Arts degree to students completing the first two years of the curriculum leading to any of the baccalaureate degrees which are offered. At the graduate level, a limited number of programs in elementary

education and a program in applied psychology are in operation. These graduate programs are designed to meet the needs of the commuting area which cannot be met more efficiently by other means.

Research and Public Service

As an institution with the major mission of an undergraduate college, offering master's level programs of the professional type primarily for in-service and continuing education needs, Francis Marion College does not engage in extensive programs of organized research. Limited research activities on the part of individual faculty members, as appropriate, are encouraged.

A Center for Economic Development in the Pee Dee has been authorized, principally to provide a focal point for bringing resources of the College to bear on business and industrial development of the Pee Dee area. Continuing education activities such as cultural events, workshops, and symposia, open to citizens of the region, are another facet of the public service activities of the College.

Students

Enrollment at Francis Marion College grew rapidly following 1970, and in Fall, 1980, totalled 2,974 students. This figure included about 375 graduate students, almost all in the field of education. Of the 2,600 undergraduate students, about 71% were enrolled for full-time study. One college-owned unit to house 480 resident students has been approved; occupancy is expected by 1980.

Special Considerations

Francis Marion College serves as an educational and cultural resource for the Florence-Marion-Darlington-Dillon area. Workshops, symposia, and a variety of cultural activities of interest to this area are offered regularly. Few other such resources are available in the region.

Francis Marion has entered into a number of agreements with other institutions to serve the needs of its immediate area. Students holding an associate degree in any of three specific engineering technologies may enter Francis Marion in pursuit of a baccalaureate degree in engineering technology, but the College offers no instruction in engineering technology. Students seeking specified majors in some disciplines for which there is relatively little student demand may elect to complete the fourth year of study at the University of South Carolina-Columbia, with the appropriate degree being awarded by Francis Marion College. A similar arrangement is provided for students finding it necessary to complete the fourth year at other accredited institutions.

LANDER COLLEGE

Background

Lander College was founded in 1872 as Williamston Female College. It was moved to Greenwood in 1904, where it continued as a college for women under the auspices of the Methodist Church until 1948. In that year, control of the College passed to the Lander College Foundation, and it became a coeducational institution. From 1951 until 1973, the College received a modest amount of tax support from Greenwood County. The College became a State college in 1973 and is governed by the State College Board of Trustees.

Academic Programs

The College provides a range of programs at the baccalaureate degree level, including normal offerings in the humanities and fine arts, and natural and social sciences, and offers professional programs in education and in business. Two associate degree programs, in secretarial science and nursing, are also offered.

A course schedule which extends well into the evening hours renders it possible for the College to serve many students who are already in the work force.

Students

Enrollment in Fall, 1980, was 1,756 students. Of these, 78% were full-time students. College-owned housing is provided for about 650 students, with the result that more than half commute.

Research and Public Service

In keeping with its primary mission as an undergraduate teaching institution, Lander has no program of organized research. Continuing education activities in the form of workshops, symposia, and cultural activities are provided both on and off campus.

As a regional State college, Lander serves as the fine arts and cultural center in its geographic area. The College annually sponsors a fine arts series and a lecture program open to area students and citizens. It also serves as the regional display center for traveling art exhibits.

SOUTH CAROLINA STATE COLLEGE

Background

South Carolina State College, given its present name in 1954, traces its origin to an 1872 Act of the General Assembly creating the "South Carolina Agricultural College and Mechanics Institute," which was operated in conjunction with Claflin College. In 1896, this Institute was formally separated from Claflin College and made a separate institution operating under its own Board of Trustees. In its formative years, the College enrolled most of its students in preparatory or vocational programs. As late as 1911, very few students were enrolled in the "College Department," a

component of the College which had been present from the beginning. Progress in the intervening years was rapid, and by 1933 the college preparatory department was discontinued. Degree programs in engineering, industrial technology, and agriculture were added. A graduate program was instituted in 1946 and a Law School authorized in 1947.

The College has continued to adjust its program offerings to the changing economic and social conditions of the State. Baccalaureate degree programs in engineering were discontinued in 1958, and were replaced subsequently by baccalaureate degree programs in engineering technology. Degree programs in agriculture were discontinued in 1967 in favor of a cooperative arrangement with Clemson University whereby students at the College could enroll as transfer students in specialized agricultural programs at Clemson. The Law School was discontinued in 1966 because of declining enrollments.

S. C. State College functions as a general-purpose senior college serving the State and its region by meeting continued academic needs, especially those associated with the professions of business, education, and social services.

Academic Programs

S. C. State College offers a comprehensive range of baccalaureate degree programs in the natural and social sciences, the humanities, and the arts, and in business, engineering technology, education, home economics, social welfare, and criminal justice. At the graduate level, master degree programs are offered in the fields of education, rehabilitation counseling, speech pathology and audiology, and nutrition science. As an enhancement measure, beginning Fall, 1983, S. C. State will offer the Doctor of Education (Ed.D.) and Specialist in Education (Ed.S.) degree programs in Education Administration.

Students

Enrollment at S. C. State College in Fall, 1980, totalled 3,929 students. Of these, 3,419, or 87%, were undergraduate students, and of the

undergraduates 86% were classified as full-time students. The majority of the graduate students are enrolled for part-time study. College-owned residential facilities provide housing for approximately 60% of the students.

Research and Public Service

S. C. State College is designated as a Land-Grant College under the terms of the Second Morrill Act of 1890. Extension services and research, particularly in the areas of improvement of the quality of life for rural South Carolinians, are carried out in support of this mission. As an institution with its principal focus on instruction at the baccalaureate level, the College does not engage in other ongoing programs of organized research, other than institutional research, but research projects by individual faculty members, as appropriate, are encouraged.

Special Considerations

S. C. State College operates the Felton Laboratory School which enrolls pupils from throughout Orangeburg County. The School is a major resource to South Carolina State College in the training of teachers.

As an enhancement measure, South Carolina State College will offer the Ed.D. in Educational Administration beginning Fall, 1983.*

THE CITADEL

Background

The Citadel, the Military College of South Carolina, was established by the General Assembly in 1842. It was originally named the South Carolina Military Academy, and incorporated a sister school, The Arsenal, located in Columbia. Closed in early 1865 after federal occupation of the City of Charleston, The Citadel reopened in 1882. The present name was adopted in 1910 and the institution moved to its present site in 1922.

* The establishment of the Ed.D. in Educational Administration at South Carolina State College is a special consideration agreed to by the University of South Carolina and South Carolina State College and supported by the Plan as a means of enhancing South Carolina State.

A unique feature of the college is the requirement that virtually all undergraduate students be enrolled in the South Carolina Corps of Cadets, subject to military discipline at all times, and enrolled in academic programs of study which qualify graduates for commissions in the active or reserve armed forces.

Graduate programs at the master's level, principally to serve the in-service training needs of employed teachers and administrators of the school systems in the Low Country, were initiated in 1968.

Academic Programs

The Citadel offers a comprehensive range of baccalaureate degree programs, including those normally found in senior colleges in the humanities, the natural and social sciences, and letters, and offers professional programs in education and in business. The Citadel also offers the only baccalaureate degree programs in engineering in the Low Country. All of these programs are provided principally for the Corps of Cadets but are also made available to both men and women through an undergraduate evening college.

Master's degree programs fitted to the needs of school teachers and administrators are offered in biology, education, English, mathematics, and history. A program leading to the M.B.A. degree is offered, as is an M.Ed. program in special education offered jointly with the College of Charleston through the Charleston Higher Education Consortium.

Research and Public Service

Although the mission of The Citadel is primarily that of a teaching institution, research and public service are necessary for the continued development of its faculty and are beneficial to the State and the community. No formal programs of ongoing research are currently authorized, although individual faculty members are encouraged to conduct research within their specialties.

Workshops, symposia, and short courses, both credit and non-credit, are offered within the community. Faculty and students are extensively involved in cultural activities in Charleston and across the State. In particular, the cadet band, marching units, and chorale are frequently called upon to perform at public functions both in- and out-of-State.

Students

Total enrollment at The Citadel in Fall, 1980, was 3,439. The principal segment consists of the Corps of Cadets, the central undergraduate student body, all of whom are men and all of whom are enrolled full-time in order to engage in the required program of discipline and study. Enrollment in the Corps is limited to a maximum of 1,980, the capacity of the barracks in which they are required to live. Because of the unusual nature of the institution, The Citadel attracts many undergraduate applicants from outside the State, the most highly qualified of whom are admitted after qualified State residents are accepted.

Attending day classes with the Corps of Cadets are a limited number of other men, usually fewer than one hundred, who are not involved in military activities of the Corps but who are on active military duty and assigned to The Citadel as students, or who are military veterans pursuing regular degree programs.

Most other students at The Citadel are classified as part-time students, and all attend classes in the afternoon or evening. An undergraduate evening college enrolled 361 such students and the graduate program enrolled 1,041 students in Fall, 1980.

Special Considerations

The history of The Citadel has been closely entwined with that of the State. The organization of the principal component of the student body into

a military structure, in uniform and subject to continuous discipline, provides unusual opportunities for cadets to develop leadership potential at successively higher levels. At present, The Citadel and The Virginia Military Institute are the only two remaining state-supported military institutions in the United States.

As a member of the Charleston Higher Education Consortium, The Citadel works with other member institutions to provide more comprehensive higher education opportunities to the citizens of the area.

WINTHROP COLLEGE

Background

Dr. David Bancroft Johnson, with financial support from the Peabody Educational Fund, founded the Winthrop Training School for Teachers in Columbia in 1886. In 1891, this institution became a State-supported college known as the South Carolina Industrial and Winthrop Normal College, and in 1895 the institution was moved from Columbia to its present site in Rock Hill. In 1920, the name was changed to Winthrop College, the South Carolina College for Women. In 1974, the General Assembly gave the Board of Trustees of the College authority to remove restrictions against the enrollment of men, and to delete the qualifying phrase, the South Carolina College for Women, from the official name of the College. Winthrop College today serves as a comprehensive senior college offering a number of programs through the master's level.

Academic Programs

Winthrop College offers a range of baccalaureate degree programs in five areas: business, education, home economics, fine arts, the humanities, and the natural and social sciences. Of note are specialized programs at the baccalaureate level in communications, visual arts, government and public service, dietetics, and music.

At the graduate level, Winthrop College offers a number of programs at the master's level in the field of education, with emphasis on specialized programs in special education, school psychology, and speech pathology. In the field of business, professional programs leading to the Master of Business Administration degree and to the M.S. in personnel and industrial relations are offered, the latter constituting a program unusual to the coastal Southeastern United States. Limited graduate programs in other fields, such as foreign languages, English, and biology are also authorized, primarily but not solely to serve the needs of teachers requiring advanced training in these fields. Educational Specialist degrees are authorized in curriculum and instruction, reading education, and home economics education.

Research and Public Service

By means of an agreement with Clemson University in its role as a Land Grant institution, Winthrop College conducts an organized program of research and public service in the field of home economics. As an institution with primary focus on its undergraduate mission, the College does not engage in other formal programs of research, although individual research projects by faculty members, as appropriate are encouraged.

Winthrop College is committed to extensive interaction with various constituencies in the region through an outreach program to improve its public service activities. The focus of many of these programs of public service is the Joynes Center for Continuing Education which provides credit and non-credit programs of significance to the region. The Management Institute comprises a small business advisory center, an adult education program, and a center for economic education. The Human Development Center, a federally assisted activity shared with the University of South Carolina, provides clinical training for students and works with the developmentally

disabled while delivering diagnostic and prescriptive services for those with such disabilities. Advanced training in music is provided to secondary students of the region. The Winthrop Archives is becoming a major depository of historically significant materials pertinent to the region.

Students

Total enrollment at Winthrop in Fall, 1980, was 5,040 students. Nearly 80% were undergraduate students, of which approximately 90% were classified as full-time and of which the majority were residential. The number of men enrolled represented about 30% of the total, with only slight variation between undergraduate and graduate students.

Special Considerations

Registered nurses of the region are provided the opportunity to seek baccalaureate degrees in nursing at Winthrop College under the auspices of the Medical University of South Carolina, in conjunction with regularly offered courses at Winthrop College.

Winthrop College and eight school districts in the Rock Hill area comprise an organized consortium which facilitates school-college relations and undertakes specific projects designed to improve the quality of elementary and secondary education in the region.

UNIVERSITY OF SOUTH CAROLINA-AIKEN

Background

The University of South Carolina established a two-year campus at Aiken in 1961, and in 1976 authorized the campus to become a four-year college offering programs through the baccalaureate degree.

Academic Programs

USC-Aiken offers a total of 11 majors at the baccalaureate degree level, including those in biology, business administration, education, English, applied mathematics, and the social sciences. An interdisciplinary baccalaureate degree is offered enabling students to design their own programs of study to suit individual needs. USC-Aiken also offers associate degrees in arts and sciences, nursing, and criminal justice.

Research and Public Service

As an undergraduate institution, USC-Aiken does not engage in extensive research programs of an ongoing nature. Research on curricula development, however, continues, and research projects by individual faculty members are encouraged as appropriate. Public service activities include provision of workshops, symposia, short courses of interest to the community, and shared leadership in the cultural life of Aiken and surrounding communities.

Students

Enrollment growth at USC-Aiken has continued at a reduced rate following its surge of growth from 1975 through 1977 as it attained senior college status. Enrollment in Fall, 1980, stood at 1,800 students, of whom 69% were enrolled for full-time study. As a regional institution, USC-Aiken serves the local area for commuting students. Students who do not meet standard admissions requirements may be admitted to a probationary program where they receive special assistance in mathematics, reading, and English.

Special Considerations

As a part of the USC System, Aiken faculty and students may draw upon the resources of other campuses of the University as may be necessary and desirable. Through institutional ties, faculty are enabled to grow professionally, participating in the Faculty Exchange Program.

UNIVERSITY OF SOUTH CAROLINA-COASTAL CAROLINA

Background

The University of South Carolina established a two-year campus at Conway in 1960, and in 1975 authorized it to become a four-year college offering programs through the baccalaureate degree.

Academic Programs

USC-Coastal Carolina offers a total of 12 majors at the baccalaureate level including those in the fields of biological sciences, business, education, English, and the social sciences. An interdisciplinary baccalaureate degree program is offered enabling students to design their own programs of study suited to individual needs. Cooperative programs with Horry-Georgetown Technical College are maintained, particularly in the area of business education. Taking advantage of its proximity to coastal waters and faculty strength in the discipline, the College includes among its programs a major in marine biology. Academic degrees are offered in arts and sciences, and in nursing.

Research and Public Service

As an undergraduate institution, USC-Coastal Carolina does not engage in extensive research programs of an ongoing nature; however, faculty at the institution do participate as appropriate in the research program conducted by the University of South Carolina at the Baruch Institute of Marine Biology and Coastal Research, centered at Hobcaw Barony only a few miles from the campus.

Public service activities include provision of workshops, symposia, and short courses of interest to the community, and shared leadership in the cultural life of Conway, Myrtle Beach, and the surrounding areas. Support and leadership are provided for small businesses and industry in the region, and

a speaker's bureau makes faculty expertise available to regional organizations. Coastal Carolina offers college courses for credit off-campus at the Georgetown Higher Education Center and at Myrtle Beach Air Force Base.

Students

Enrollment at USC-Coastal Carolina grew rapidly in its transition to a senior college. Enrollment in Fall, 1980, was 2,343 with approximately 70% enrolled on a full-time basis. As a regional institution, USC-Coastal Carolina serves the local area for commuting students. Students who do not meet standard admissions requirements may be admitted and are provided assistance in mathematics, reading, and English.

Special Considerations

As a part of the USC System, USC-Coastal Carolina faculty and students may draw upon the resources of the other campuses of the University as may be necessary and desirable.

UNIVERSITY OF SOUTH CAROLINA-SPARTANBURG

Background

The University of South Carolina established a two-year campus at Spartanburg in 1967, and in 1975 authorized it to become a four-year college offering programs through the baccalaureate degree.

Academic Programs

USC-Spartanburg offers a total of 15 majors at the baccalaureate level, including those in the fields of biology, business, education, nursing, English, social sciences, criminal justice, and computer science and mathematics. An interdisciplinary baccalaureate degree program is offered enabling students to design their own programs of study suited to individual needs.

Associate degrees are offered in arts and sciences, and in nursing.

Research and Public Service

As an undergraduate institution, USC-Spartanburg does not engage in extensive research programs of an ongoing nature. Public service activities include provision of workshops, symposia, and short courses of interest to the Spartanburg community, and shared leadership in the cultural life of surrounding communities.

Students

Enrollment at USC-Spartanburg grew rapidly during the transition to senior college status and reached 2,608 students in Fall, 1980. About 61% were full-time students. As a regional institution, USC-Spartanburg serves the local area for commuting students. Students who do not meet standard admissions requirements may be admitted and are provided special support in mathematics, reading, and English.

Special Considerations

As a part of the USC System, USC-Spartanburg faculty and students may draw upon the resources of the other campuses of the University as necessary and desirable.

Before approving the initial complement of baccalaureate degree programs at USC-Spartanburg, the Commission on Higher Education sought cooperative agreements between this campus and other institutions in the Spartanburg area: Converse, Spartanburg Methodist, Limestone, Spartanburg Technical, and Wofford Colleges. Ongoing cooperation has been maintained in the sharing of certain library materials and resources, and in limited provisions for student exchange.

Located in an area of growing international population, USC-Spartanburg acknowledges a special obligation to help broaden the horizons of its students and to meet the varied needs of an increasingly diverse regional population.

PUBLIC TWO-YEAR INSTITUTIONS

UNIVERSITY OF SOUTH CAROLINA TWO-YEAR CAMPUSES

Background

In the period from 1959 to 1965, the University of South Carolina established campuses at Beaufort, Lancaster, Allendale, and Union. In 1973 USC took responsibility for operation of a similar campus in Sumter which originally had been established and operated by Clemson University. Each of these was established to furnish educational programs at the college level through the first two years of study -- that is, through the associate degree.

Academic Programs

All five of the campuses offer programs leading to Associate in Arts and Associate in Science degrees. These programs provide courses at the freshman and sophomore levels which allow students to complete the general education requirements prerequisite to most baccalaureate degrees at the University of South Carolina-Columbia or elsewhere.

Each of the five two-year campuses has its own particular characteristics based on the nature of the local environment. Each campus reflects the vision and strengths of college leadership and the strengths and attitudes of the faculty. The details are not relevant here, but it is important to stress the individual nature of each campus. Beaufort has become involved in marine sciences and has developed a marine science laboratory. Salkhatchie (at Allendale), serving the needs of four counties, has extended its service over this broad area. Sumter, with an expanded program of courses offered at night, and with special conferences, has been particularly successful in its outreach to part-time students and to high school teachers. To meet local needs in each of the communities involved, two of the campuses also offer

programs not specifically designed for transfer to baccalaureate degree programs but to train students for immediate employment. USC-Lancaster, jointly with York Technical College at Rock Hill, offers the associate degree in nursing. USC-Lancaster also offers associate degree programs in commercial education, secretarial science, and criminal justice. Associate degree programs in commercial education and in secretarial science are offered at USC-Union.

Research and Public Service

As two-year institutions, these campuses do not engage in organized programs of research. Research projects by individual faculty members are encouraged as appropriate. Public service activities include the sponsorship of workshops and other activities of interest to the communities, and shared leadership in the cultural lives of the communities surrounding each.

Students

As of Fall, 1980, total enrollment at these five campuses was 3,772, of which 52% were classified as full-time students. This total enrollment was not distributed uniformly. Over half of this total was at USC-Sumter (1,089) and USC-Lancaster (742), with the remaining campuses reporting enrollments that range downward to a low of 290 at USC-Union. The fraction of the total enrollments of full-time students was also not uniform, ranging from a high of 63% at USC-Union to a low of 32% at USC-Beaufort. All of these campuses are designed to serve commuting students, with no college-owned housing for students authorized.

Admissions requirements to associate degree programs are generally the same as those imposed by the main campus, but exceptions are permitted. Each campus maintains its own admissions committee which is empowered to admit students not meeting the normal admissions criteria. Such students are provided additional assistance in English, mathematics, and reading, and may not

transfer credit gained at the regional campus to any other University campus unless they have completed at least 24 semester credit hours with a grade of "C" at the original campus.

Special Considerations

The two-year campuses of the University of South Carolina have been a focus of cooperation, acting with other centers of postsecondary education. An example of this activity is the authorization for Sumter Area Technical College to offer an associate degree in criminal justice, in which certain courses regularly offered at USC-Sumter are used in the Technical College program.

Cooperation in the provision of services exists at all of the two-year campuses. In Beaufort, cooperative arrangements among libraries at USC-Beaufort and at Beaufort Technical College also include the public library system in that county.

TECHNICAL EDUCATION SYSTEM

Background

The State system of two-year technical colleges began in 1961, when the State Advisory Committee for Technical Training was established by the General Assembly. This Committee was charged with developing a system of vocational and technical training to meet the needs of citizens and of an expanding industrial economy. Beginning in 1962 with the establishment of the Greenville Technical Education Center, the Committee coordinated the implementation of a network of postsecondary institutions, now numbering 16, offering certificate and diploma programs in the crafts and skill training, and associate degree programs in a number of technical vocations such as engineering technology. An unusual feature of the system was its orientation specifically to meet the needs of business and industry throughout the State, especially new or expanded

facilities. Specific training for prospective employees of such industries is now conducted by the Special Schools program of the State Board for Technical and Comprehensive Education.

Successive legislation has refined the educational role of the system. In 1972, the original Advisory Committee, which had operated under the nominal supervision of the State Board of Education, was given status as a separate agency and renamed the State Board for Technical and Comprehensive Education. The same legislation charged the new Board to continue its emphasis on programs designed to promote economic development by serving the needs of new and expanding industry within the State, and created authority, subject to the approval of the State Board and the Commission on Higher Education, to add programs equivalent to the first two years of general education applicable to a baccalaureate degree. This legislation specifically reaffirmed the authority of the technical colleges to award associate, but not baccalaureate, degrees. In 1976, additional legislation was adopted to clarify the relationships between the SBTCE and the local commissions for each center or college. Legislation and State Board policies have therefore defined the educational system committed to providing technical education that minimizes geographic, economic, and academic barriers for all citizens of the State.

The 16 institutions of the system, with their dates of establishment are: Greenville (1962), Midlands (1963), Spartanburg (1963), Sumter (1963), Tri-County (1963), Trident (1964), Florence-Darlington (1964), York (1964), Horry-Georgetown (1966), Piedmont (1966), Orangeburg-Calhoun (1968), Chesterfield-Marlboro (1969), Beaufort (1969), Denmark (1969), Williamsburg (1969), and Aiken (1971).

Academic Programs

The mission of each of the 16 technical colleges conforms to the overall mission of the system as defined by law and by policies of the State Board

for Technical and Comprehensive Education and the Commission on Higher Education. Differences between individual institutions in the technical education system are not so much a function of mission as a function of programmatic structure in the specific degree and diploma programs which are authorized for each institution within that mission. The programmatic structure within each institution represents a response by that institution to local needs of the area it serves.

The distribution of authorized programs leading to associate degrees and to diploma programs at each of the 16 institutions is shown in Table . Associate degree programs always require a minimum of two years of full-time study (six quarters) to complete, and include in addition to technological courses a component of general education requirements. Diploma programs require at least three quarters of full-time study, and some require up to seven. A general education component is also required.

In Table , all associate degree or diploma programs are grouped into five general categories. The mechanical and engineering technology group is most heavily represented, with 112 associate degree programs, including at least one at each of the institutions, and 198 diploma programs, with a minimum of eight offered at each institution. Business and commercial technology programs are also widely offered throughout the system, with a total of 84 associate degree programs, including at least one at each institution, and a total of 45 diploma programs are offered as well. Only nine institutions offer associate degree programs in the health sciences and two of these (Greenville and Trident Technical Colleges) offer nearly half of the total number of associate degree programs in this category. Associate degree programs in the public service technology category are offered at 14 of the 16 institutions.

TABLE 33

SUMMARY OF DEGREE AND DIPLOMA PROGRAMS BY FIELD
OF TECHNOLOGY, TECHNICAL EDUCATION COLLEGES, 1980-81

Associate Degree Programs

FIELD OF TECHNOLOGY	Aiken	Beaufort	Chesterfield- Marlboro	Denmark	Florence- Darlington	Greenville	Horry- Georgetown	Midlands	Orangeburg	Piedmont	Spartanburg	Sumter	Tri-County	Trident	Williamsburg	York	TOTAL
Business & Commerce	5	5	5	1	6	7	3	11	5	5	7	5	7	7	2	3	84
Data Processing					1	2		2	1		2			2		2	12
Health Services & Paramedical					4	8		4	2	2	2		3	7		3	35
Mechanical & Engineering	7	1	9	4	10	12	2	14	6	6	10	2	9	11	1	8	112
Natural Science					2	2	1	1	1		1	2	3	1			14
Public Service	1	1	1		3	3	4	5	2	3	1	2	2	3		1	32

Diploma Programs

Business & Commerce	3	3	2	4	4	2	3	4	2	3	2	3	3	2	3	2	45
Data Processing					1		1				1			1		1	5
Health Services & Paramedical		2			3	4		4	3	3	2			2		3	26
Mechanical & Paramedical	13	9	8	14	9	18	11	18	13	15	13	14	13	10	9	11	198
Natural Science			1	5		2		1				2			1		12
Public Service						1					1		1				3

Within this overall structure, programmatic differences between individual institutions become more pronounced. Aiken Technical College and Denmark Technical College, located near one of the nation's major nuclear facilities, offer two of the six associate degree programs in nuclear engineering technology; and Aiken also offers an associate degree in electromechanical engineering technology, the only one of its kind in the system. Beaufort and Horry-Georgetown Technical Colleges offer the only two programs in hotel, motel, and restaurant management within the system, and the latter also offers the only program in parks operations and in golf course management. Denmark Technical College offers the system's only diploma programs in sewing machine repair, shoe repair, and tailoring; and Orangeburg-Calhoun Technical College has a program unique to the system in watch repair. Spartanburg Technical College, located in the center of a large peach-growing area, offers an associate degree in pomology. Sumter Area Technical College offers a program in environmental engineering technology, and Tri-County Technical College offers the only associate degree program to train veterinary assistants.

Six of the institutions -- Chesterfield-Marlboro, Greenville, Midlands, Tri-County, Trident, and York Technical Colleges -- have been authorized to award Associate in Arts and Associate in Science degrees by the State Board and the Commission on Higher Education. Legislative authority to implement these lower-division college programs was granted by the General Assembly in 1972.

Research and Public Service

Within these two-year colleges, ongoing programs of research are not formalized.

Public service programs of several kinds are emphasized in the system. Foremost among these is the program to train prospective employees of new or expanded industry within the State, as needed. This activity is coordinated

by the State Board's Industrial Services Division, in conjunction with the State Development Board. Training activities are conducted wherever and whenever needed, sometimes utilizing facilities at one of the 16 institutions for this purpose.

Each institution also operates within its service region an active program of continuing education for employees in business and industry. Non-credit courses of community interest are also provided by each. Adult education programs provide an opportunity for basic training in reading and mathematics.

Students

In Fall, 1980, there were 35,753 students enrolled in diploma and associate degree programs in the technical colleges. Enrollment ranged from a high of 5,619 students at Trident to 503 at Williamsburg. Almost half the total were enrolled at the three largest institutions, in Charleston (Trident), Columbia (Midlands), and Greenville.

About 60% of the students are enrolled as full-time students. The typical technical education student is slightly older than his counterpart in undergraduate colleges in other public institutions. Whereas about 55% of the undergraduate students in all other public institutions are in the 18-21 age group, only 40% of the students in the Technical Education System fall within those age limits.

These institutions serve commuting students and, with the exception of Denmark Technical College, no college-owned student housing is provided. Residential housing for students was provided historically for students at Denmark Technical College, which formerly was one of three Area Trade Schools maintained by the State. College-owned dormitories for students at this institution have been retained, and the majority of students at this one institution are resident students.

Responsive to the mandate to maintain an open-door admissions policy, each of the institutions offers a Developmental Studies program. The purpose is to enable those students not meeting admissions criteria to the degree or diploma program of choice to acquire the necessary basic skills to do so.

Special Considerations

Interinstitutional cooperation between technical education colleges and other public institutions takes several forms. York Technical College and USC-Lancaster jointly offer an associate degree program in nursing. The Medical University of South Carolina provides clinical instruction for students in one diploma and seven associate degree programs in allied health specialties for Trident Technical College. Trident is also a member of the Charleston Higher Education Consortium.

At Beaufort and at Sumter, students enrolled in the associate degree programs in criminal justice enroll for required general education courses at the nearby USC branch. Formal exchange agreements between the libraries at these two locations are also in effect and, at Beaufort, that agreement extends to the county public library system as well.

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STATUTES AT LARGE
GENERAL AND PERMANENT LAWS—1975

[No. 119]

(R161, H2450)

No. 119

An Act To Provide For Committees To Review Candidates For Offices Elected By The General Assembly And Grant Subpoena Powers To The Committees.

Be it enacted by the General Assembly of the State of South Carolina:

SECTION 1. Joint committee to review candidates.—Whenever an election is to be held by the General Assembly in Joint Session, including members of the judiciary, a joint committee, composed of eight members, four of whom shall be members of the House of Representatives and four of whom shall be members of the Senate, shall be appointed to consider the qualifications of the candidates. Each body shall determine how its respective members shall be selected. Each joint committee shall meet as soon after its appointment as may be practicable and shall elect one of its members as chairman, one as secretary, and such other officers as it may deem desirable.

SECTION 2. Persons seeking office to file notice.—Any person wishing to seek an office, which is elected by the General Assembly, shall file a notice of intention to seek the office with the joint committee. Upon receipt of such notice of intention, the joint committee shall begin to conduct such investigation of the candidate as it deems appropriate and may in such investigation utilize the services of any agency of State government. Any such agency shall, upon request, cooperate fully with the joint committee.

SECTION 3. Hearings.—Upon completion of the investigation, the chairman of the joint committee shall schedule a public hearing concerning the qualifications of the candidates. Such hearings shall be conducted no later than two weeks prior to the date set in the election resolution for such election. Any person who desires to testify at the hearing, including candidates, shall furnish a written statement of his proposed testimony to the chairman of the joint committee. Such

SECTION 6. Powers of committee.—The joint committee in the discharge of its duties may administer oaths and affirmations, take depositions and issue subpoenas to compel the attendance of witnesses and the production of books, papers, correspondence, memoranda and other records deemed necessary in connection with the investigation of such joint committee.

No person shall be excused from attending and testifying or from producing books, papers, correspondence, memoranda or other records before the joint committee on the ground that the testimony or evidence, documentary or otherwise, required of him may tend to incriminate him or subject him to a penalty or forfeiture. But no individual shall be prosecuted or subjected to any criminal penalty based upon testimony or evidence submitted or forfeiture for or on account of any transaction, matter or thing concerning which he is compelled, after having claimed his privilege against self incrimination, to testify or produce evidence, documentary or otherwise, except that such individual so testifying shall not be exempt from prosecution and punishment for perjury and false swearing committed in so testifying.

In case of contumacy by any person or refusal to obey a subpoena issued to any person, any circuit court of this State or circuit judge thereof within the jurisdiction of which such person guilty of contumacy or refusal to obey is found, resides, or transacts business, upon application by the joint committee may issue to such persons an order requiring him to appear before the joint committee to produce evidence if so ordered or to give testimony touching the matter under investigation. Any failure to obey an order of the court may be punished as a contempt hereof. Subpoenas shall be issued in the name of the joint committee and shall be signed by the joint committee chairman. Subpoenas shall be issued to such persons as the joint committee may designate.

SECTION 7. Time effective.—This act shall take effect upon approval by the Governor.

Approved the 23rd day of April, 1975.

statements shall be furnished no later than forty-eight hours prior to the date and time set for the hearing. The joint committee shall determine the persons who shall testify at the hearing. All testimony, including documents furnished to the joint committee, shall be submitted under oath and persons knowingly furnishing false information either orally or in writing shall be subject to the penalties provided by law for perjury and false swearing. During the course of the investigation, the joint committee may schedule an executive session at which each candidate, and other persons whom the committee wishes to interview, may be interviewed by the joint committee on matters pertinent to the candidate's qualification for the office to be filled. A reasonable time thereafter the committee shall render its tentative findings and reasons therefor to each candidate.

As soon as possible after the completion of the hearing a verbatim copy of the testimony, documents submitted at the hearing, and findings of fact shall be transcribed and published in the Journals of both Houses prior to the date of the scheduled election and a copy thereof shall be furnished to each candidate.

A candidate may withdraw at any stage of the proceedings and in such event no further inquiry, report on or consideration of his candidacy shall be made.

SECTION 4. Exemption from hearing.—Notwithstanding the provisions of this act, when there is no known opposition to a candidate, and there appears to be no substantial reason for having a public hearing, whether or not he be an incumbent, and no request is made by at least ten members of the House of Representatives and five members of the Senate for a public hearing, the joint committee chairman upon recommendation of the joint committee may determine that such public hearing is unnecessary and shall not be held, but no election shall be held prior to such a determination.

SECTION 5. Information to be confidential—destruction of.—All records, information and other material that the joint committee has obtained or used to make its findings of fact, except such materials, records and information presented under oath at the public hearing, shall be kept strictly confidential. After the joint committee has reported its findings of fact, or after a candidate withdraws his name from consideration, all records, information and material required to be kept confidential shall be destroyed.

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SECTION 6. Powers of committee.—The joint committee in the discharge of its duties may administer oaths and affirmations, take depositions and issue subpoenas to compel the attendance of witnesses and the production of books, papers, correspondence, memoranda and other records deemed necessary in connection with the investigation of such joint committee.

No person shall be excused from attending and testifying or from producing books, papers, correspondence, memoranda or other records before the joint committee on the ground that the testimony or evidence, documentary or otherwise, required of him may tend to incriminate him or subject him to a penalty or forfeiture. But no individual shall be prosecuted or subjected to any criminal penalty based upon testimony or evidence submitted or forfeiture for or on account of any transaction, matter or thing concerning which he is compelled, after having claimed his privilege against self incrimination, to testify or produce evidence, documentary or otherwise, except that such individual so testifying shall not be exempt from prosecution and punishment for perjury and false swearing committed in so testifying.

In case of contumacy by any person or refusal to obey a subpoena issued to any person, any circuit court of this State or circuit judge thereof within the jurisdiction of which such person guilty of contumacy or refusal to obey is found, resides, or transacts business, upon application by the joint committee may issue to such persons an order requiring him to appear before the joint committee to produce evidence if so ordered or to give testimony touching the matter under investigation. Any failure to obey an order of the court may be punished as a contempt hereof. Subpoenas shall be issued in the name of the joint committee and shall be signed by the joint committee chairman. Subpoenas shall be issued to such persons as the joint committee may designate.

SECTION 7. Time effective.—This act shall take effect upon approval by the Governor.

Approved the 23rd day of April, 1975.

LEGISLATIVE SCREENING COMMITTEE PERSONAL DATA QUESTIONNAIRE

Name: _____

Home Address _____ Business Address _____

Home Phone _____ Business Phone _____

Date of Birth _____ Social Security _____

Candidate for Board of _____

Marital Status, Name of spouse and children: _____

Schools Attended/Degrees/Dates _____

Present Occupation _____

Military Service _____

Public and Professional Experience _____

List any elected or appointed public office held with dates of service

List activities in professional and civic organizations _____

NOTICE: The information requested is needed to assist the Screening Committee in its investigation of candidates. Please return this questionnaire as soon as possible to: Ms. Beth Brown

Suite 610
Gressette Senate Office
Building
P.O. Box 142
Columbia, s.c. 29202



CODE OF LAWS OF SOUTH CAROLINA 1976

Annotated

Containing permanent public statutes of general
application to the end of the 1975 Legislative Session

Prepared under the supervision of the Legislative
Council and Code Commissioner and adopted as the Official
Code of the State by the 1977 Session
of the General Assembly

VOLUME 4

PUBLIC OFFICERS AND EMPLOYEES

REIREMENT SYSTEMS

PUBLIC BUILDINGS AND PROPERTY

PUBLIC FINANCE

Prepared by the Editorial Staff of the Publisher



THE LAWYERS CO-OPERATIVE PUBLISHING CO.
Rochester New York 14603

ETHICS; CAMPAIGN PRACTICES, ETC.

§ 8-13-630

§ 8-13-620. Maintenance by candidates of records of contributions and contributors.

Any candidate for office or any committee working on behalf of a candidate for office, or any duly organized group or political party receiving or soliciting funds for the support of a political candidate or candidates shall maintain a record of all funds and contributions received, with the name and amount of each individual or group contributing more than one hundred dollars and to what candidate such contribution was made. Duplicate, certified originals of such list showing the names of all contributors of more than one hundred dollars shall be filed with the appropriate supervisory office within thirty days after each election in which such contributions are sought or received. Any such candidate, or committee, or group or party shall maintain a current list of all contributors in the amount of more than one hundred dollars during the two-week period prior to the election, which shall be open to public inspection upon request. When a final list is filed with the supervisory office such candidate or group receiving such funds shall file a certified report stating the amounts expended and for what purposes, how much is retained and what its ultimate distribution shall be.

HISTORY: 1975 (59) 217.

Cross references—

As to the candidate's pledge and affidavits, see §§ 7-11-230 et seq.

1980
Cumulative Supplement
To
**CODE OF LAWS OF
SOUTH CAROLINA 1976**
Annotated

Containing Permanent General Statutes,
Administrative Regulations, and Court Rules
Enacted or Approved During the 1976 through
1980 Sessions of the General Assembly

Prepared under the supervision and
direction of the Code Commissioner and the
Legislative Council of the General Assembly
of South Carolina

VOLUME 4

NOTICE

This pocket supplement is not official. At the direction of the Legislative Council, the Acts as enacted have been edited in various particulars to conform them to the style and arrangement of the Code of 1976 and to make them more readily usable by the practitioner for ordinary work. For further details see the Foreword in the Pocket Supplement to Volume 1.



THE LAWYERS CO-OPERATIVE PUBLISHING CO.
Rochester, New York 14694

ARTICLE 9

CAMPAIGN PRACTICES

§ 8-13-610. Filing of statement of economic interests.

(a) At the time a declaration of candidacy or a petition to appear on the election ballot is filed, each candidate shall file a statement of economic interests as defined in § 8-13-20 with the party official, election official, or other designated official authorized to receive a declaration of candidacy or petition. The party official, election official, or other designated official authorized to receive such declaration of candidacy or petition shall forward the completed statement of economic interests for each candidate to the appropriate supervisory office within five days after the close of the filing period for such office. The party official, election official, or other designated official charged by law for the election shall not permit the candidate's name to appear on the election ballot if the candidate has not filed the statement of economic interests in accordance with the provisions of this section. The party official, election official, or other designated official shall be responsible for insuring that the candidate's name does not appear on the ballot, or if done inadvertently, such designated official shall not certify the candidate subsequent to the election. The State Ethics Commission shall furnish to each clerk of court in the State forms on which the statement of economic interests shall be filed.

(b) No person who is a candidate for public office which is filled by election by the General Assembly or with the advice and consent of the Senate or the General Assembly shall be voted upon by the General Assembly or either house thereof until at least ten days following the date on which such candidate files a statement of economic interests as defined in this chapter with the Chairman of the Senate Ethics Committee and Chairman of the House of Representatives Ethics Committee, as appropriate.

HISTORY: 1976 Act No. 610; 1980 Act No. 373, § 1, eff Jan. 1, 1981.

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§ 8-13-610 PUBLIC OFFICERS AND EMPLOYEES**Editor's Note—**

Section 1 of 1976 Act No. 740 (1976 (59) 2201) provides:

"Notwithstanding the provisions of Section 21 of Act 191 of 1975 [§ 8-13-610 of the 1976 Code], no person who becomes a candidate for public office before May 1, 1976, shall be required to file a statement of economic interest with the appropriate supervisory office prior to May 20, 1976.

"This section shall apply to the year 1976 only."

Effect of Amendments—

The 1976 amendment designated the former introductory paragraph of this section to be subsection (a) and in said paragraph inserted the words "elective", "in a primary or general election", and "as defined in § 8-13-20 on forms provided by the clerk of court in the county of his residence and shall file such statement", substituted "in the appropriate" for "at the appropriate", and added the second paragraph of subsection (a); the amendment also deleted former subsections (a) and (b), redesignated former subsection (c) to be subsection (b), and substituted subsection (c) for former subsection (d).

The 1980 amendment altered the procedure for the filing of statements of economic interests by requiring a candidate to file the statement at the time of declaration of candidacy or petition to appear on the ballot with an authorized official and the amendment also provided that candidates for public office filled by election by the general assembly or with the advice and consent of the senate or the general assembly file such statements with chairmen of the Senate and the House Ethics Committees instead of with the clerks of those bodies.

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§ 8-13-610

PUBLIC OFFICERS AND EMPLOYEES

§ 8-13-630. Amount of time after election filing requirement continues; amendment of final list.

The filing requirements specified in § 8-13-620 shall be deemed to be continuing after an election so long as the candidate, whether he was successful or not in the election, continues to collect funds for the purpose of paying expenses for such election; and such candidate shall be required to file an amendment to such final list filed with the supervisory office within ten days after the end of each calendar quarter in which funds were received or expended. The supervisory office shall forward a copy of each statement or report filed with it to the clerk of court in the county of residence of the candidate.

HISTORY: 1977 Act No. 150 § 6.

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Effect of Amendments—

The 1977 amendment substituted the words "within ten days after the end of each calendar quarter in which funds were received or expended" for the words "within thirty days of receipt of any additional funds" in the first sentence of this section, and added the second sentence.

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TO: Steering Committee to Guide the Development of the
South Carolina Plan to Desegregate Public Colleges
and Universities

FROM: Subcommittee to Recommend a Plan to Desegregate
Governing Boards of State Colleges and Universities

PROPOSED REVISION OF THE GOVERNING BOARDS OF THE CITADEL, MUSC,
SOUTH CAROLINA STATE COLLEGE, STATE COLLEGE BOARD OF TRUSTEES,
UNIVERSITY OF SOUTH CAROLINA AND WINTHROP

These governing boards shall be composed of 15 members each, excluding ex officio members. Two members shall be elected from each Congressional District by the General Assembly, and the Governor shall appoint three members at large with the approval of the Senate.

All terms will be four years, corresponding with the fiscal year, and there will be a limitation of three consecutive terms or parts of a term for each member. Presently serving Board members who are elected under the terms of this legislation will have the status of a new Board member. All vacancies will be filled in the same manner in which the original election or appointment took place.

It is suggested that the filling of these Boards occur in the following manner:

1. All existing Board members shall be entitled to serve out the remainder of the term for which they were elected should they so choose. (This will have the effect, probably, of causing each Board to have a different number of members for a short period of time until the new system takes over entirely.)
2. In the first year of implementation of this plan, one member from each Congressional District will be elected by the General Assembly and two members will be appointed by the Governor for each Board in the state.
3. Two years after that first election, another member to each Board shall be elected from each Congressional District and one additional appointment by the Governor will be made. (This will have the effect of staggering the terms on the Boards so that eight members of each Board will be up for renewal of their terms in years 5, 9, 13, etc., and seven members of each Board will be up for renewal of their terms in years 7, 11, 15, etc.)

4. Any presently seated Board member who chooses to run for a seat under the new plan shall be deemed to have resigned his or her present term upon the qualification of the new member thus elected. (This will have the effect of putting before those presently seated a choice of whether to serve out their present term or to seek election for a "new" term under the proposed system.)

EX OFFICIO MEMBERSHIP

The following ex officio members or their designee shall serve on each Board.

Governor
Chairman, Senate Education Committee
Chairman, House Education and Public Works Committee
State Superintendent of Education

In addition to the above members, The Citadel shall have these ex officio members or their designee:

Adjutant General
Chairman, Senate General Committee
Chairman, House Medical, Military, Municipal and Public
Affairs Committee

MUSC shall have these additional ex officio members or their designee:

Chairman, Senate Medical Affairs Committee
Chairman, House Medical, Military, Municipal and Public
Affairs Committee

The legislation which would encompass this plan should include this language:

"Every consideration shall be given to the geographic residence, gender, minority status and economic status to assure that Board members shall be representative of all citizens of the state."

PROPOSED REVISION OF THE GOVERNING BOARD OF CLEMSON UNIVERSITY

Clemson University Board of Trustees will be composed of 13 members, seven successors to those named in the Thomas Clemson Will, three members elected at large by the General Assembly and three members appointed by the Governor with the approval of the Senate.

All terms will be four years, corresponding with the fiscal year, and there will be a limitation of three consecutive terms or parts of a term for each member. Presently serving Board members who are elected under the terms of this legislation will have the status of a new Board member. All vacancies will be filled in the same manner in which the original election or appointment took place.

It is suggested that the filling of these Boards occur in the following manner:

1. All existing Board members shall be entitled to serve out the remainder of the term for which they were elected.
2. In 1984, the three vacancies for Clemson's Board shall be filled as follows: one shall be elected at large by the General Assembly and two shall be appointed by the Governor with the approval of the Senate. In 1986, two members shall be elected at large by the General Assembly and one shall be appointed by the Governor with the approval of the Senate.

The legislation which would encompass this plan should include this language:

"Every consideration shall be given to geographic residence, gender, minority status and economic status to assure that Board members shall be representative of all citizens of the state."

Statement of Clarification Regarding the State's Commitment to the Goal "Increasing the Number of Black Persons Appointed to Governing Boards of Public Higher Education Institutions in the State."

Following the submission of the South Carolina Plan (dated March 9, 1981), there appeared to be a misunderstanding on the part of a number of individuals and several institutions regarding the State's commitment in the Plan to increase the number of black persons appointed to governing boards of public higher education institutions. The Commission requested an Attorney General's opinion to clarify the nature and extent of the State's commitment in the Plan regarding the composition of governing boards of public higher education institutions. A copy of the letter of request and the opinion are attached.



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

RUTLEDGE BUILDING

1429 SENATE STREET

COLUMBIA, S. C. 29201

HOWARD R. BOOZER
EXECUTIVE DIRECTOR

April 29, 1981

TELEPHONE
803/758-2407

The Honorable Daniel R. McLeod
Attorney General of South Carolina
Wade Hampton Building
Columbia, South Carolina 29201

Dear Mr. McLeod:

There appears to be a misunderstanding on the part of several individuals and institutions regarding the State's commitment in the Desegregation Plan to increase the number of black persons appointed to governing boards of public higher education institutions. I have discussed this matter with Dr. James E. Bostic, Chairman of the Commission, and we formally request an Attorney General's opinion to clarify the nature and extent of the State's commitment in the Plan regarding the composition of governing boards of public higher education institutions.

The State is required to submit additional materials to be included in the Plan by May 7, 1981. The presidents of public higher education institutions have been requested to sign the Plan by the May 7 deadline. A clarification of the State's commitment regarding governing boards will enhance the sign-off procedure. Consequently, an immediate response to our request is urgently needed.

We appreciate the assistance which your office continues to provide in the State's effort to develop and implement effective procedures for insuring that postsecondary education is available to all South Carolinians who seek it.

Sincerely,

Howard R. Boozer

ejd

cc: Dr. James E. Bostic, Jr.
Mr. James Holly

The State of South Carolina



Office of the Attorney General

DANIEL R. McLEOD
ATTORNEY GENERAL

REMBERT C. DENNIS BUILDING
POST OFFICE BOX 11549
COLUMBIA, S.C. 29211
TELEPHONE 803-758-8667

April 29, 1981

Mr. Howard R. Boozer, Executive Director
South Carolina Commission on Higher Education
Rutledge Building
1429 Senate Street
Columbia, South Carolina 29201

Dear Mr. Boozer:

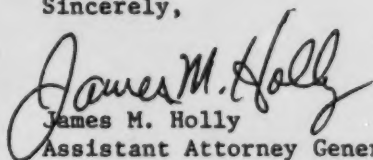
Attached hereto is a letter from you requesting the opinion of this Office on the nature and extent of the commitment of the State, its agencies and institutions in the South Carolina Plan for Equity and Equal Opportunity in The Public Colleges and Universities regarding the composition of the governing boards of such colleges and universities.

After reviewing pages 3 - 5, 20 - 22 and 73 of the Plan, the signature page of the Plan and the Revised Criteria developed by the Department of Health, Education and Welfare, it is the opinion of this Office that the Plan commits the State and the agencies and institutions involved with the Plan to a good faith effort to make progress toward increasing the number of black persons appointed to the governing boards of public higher education institutions. The Plan notes that this matter will require legislation by the General Assembly and provides that such legislation will include minority status as a consideration in the procedures adopted for making appointments to such governing boards. The Plan, however, does not restrict the State or the involved agencies and institutions to effecting a specific measure or piece of legislation,

Continuation Sheet Number Two
To: Mr. Howard R. Boozer
April 29, 1981

such as Appendix K of the Plan, to make progress toward achieving this goal.

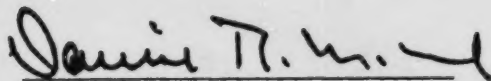
Sincerely,


James M. Holly
Assistant Attorney General

JMH:djg

Attachment

APPROVED BY:


Daniel R. McLeod
Attorney General

RECRUITMENT AND RETENTION ACTIVITIES DESIGNED
TO INCREASE THE PROPORTION OF WHITE STUDENTS
ATTENDING SOUTH CAROLINA STATE COLLEGE

South Carolina State College will engage in the following recruitment and retention activities to increase enrollment of white students, beginning with the 1983-84 academic year:

- (1) the employment of a bi-racial recruitment/admissions staff;
- (2) the use of white alumni of the College as "catalysts" in the recruitment of white students;
- (3) the use of incentive grants to white graduate students at the College;
- (4) the development of a closer working relationship with counselors (both black and white), informing them of the traditional and emerging academic programs at the College;
- (5) the inclusion of a larger representation of white high school students in visitations to the College, particularly the Annual Career Development Conference;
- (6) the provision of summer and "special semester" enrichment programs for high school juniors and seniors with special efforts designed to attract white students;
- (7) the provision of targeted counseling services related to the special academic, social and psychological interests and needs of white students so as to ensure retention of white students;
- (8) the expansion of public information efforts with emphasis on educational program materials where white students are prominently displayed;
- (9) the expansion of the services of the financial aid office in identifying assistance programs and in disseminating materials to potential white students; and
- (10) the expansion of programs offered through the College's Adult and Continuing Education Center, with special emphasis on the recruitment of white practitioners in business, social services and education as non-traditional students.

COMPREHENSIVE LIST OF
MEASURES TO IMPROVE RECRUITMENT OF "OTHER RACE" STUDENTS

A. Suggestions To South Carolina Public Postsecondary Institutions Concerning Recruitment of "Other Race" Students (The following activities are in addition to existing programs at the institutions.):

1. Freshmen

a. Establish, where they do not exist, written policies, five-year goals, and interim benchmarks to increase "other race" enrollment. For traditionally white institutions, the five-year goal for the enrollment of first-time entering black students need not represent more than 150% of the number of first-time entering black students enrolled in 1979-80.

b. Initiate, where they do not already exist, programs to reimburse admissions and financial aid application fees for students unable to pay such fees, if admitted.

c. Establish programs to identify promising "other race" students who are in high school, and invite such students and their parents or guardians to college campuses for orientation/training sessions.

d. Establish or expand use of bi-racial recruitment staffs in admissions offices to visit high schools across the State.

e. Make use of enrolled "other race" students, especially alumni, and "other race" faculty members in high school visitations as much as possible.

f. Identify and enlist "other race" civic, religious and business leaders across the State (or in "service areas" of the institution), for assistance in contacting, informing and referring "other race" students and their parents or guardians.

g. Continue the existing Educational Opportunity (Ed-Opp) tour, through which college admissions and financial aid officers from most postsecondary institutions in the State visit secondary schools in South Carolina. Public colleges and universities will not participate in Ed-Opp programs at any secondary school which excludes, by any means, any South Carolina college or university which normally participates as a member of the tour.

h. Publicize ways in which information concerning institutions may be secured by students without charge. For example, the S. C. Occupational System (SCOIS) operated by the S. C. Employment Security Commission.

i. Encourage by every means possible visits by prospective "other race" students to the campus.

j. Expand efforts to regularly inform high school counselors, including campus visits, concerning current opportunities and services for "other race" students on-campus.

k. Expand visitation programs to include junior high/middle schools as much as possible, where orientation sessions for groups of students could provide early awareness of "other race" career and educational opportunities.

l. Develop, for "other race" high school students who are prospects for admission, services as part of high school visitations which will include not only counseling concerning admissions, financial aid and career opportunities, but also on-campus assistance for students and parents in completing admissions and financial aid applications.

m. Intensify recruiting and counseling staff efforts to encourage promising black students to pursue academic training, consistent with their interests and abilities, which will qualify them for careers in occupations and professions in which they are underrepresented.

n. Encourage expanded coverage, by all news media, of career opportunities and educational opportunities available, with a special emphasis on opportunities for "other race" students, especially in academic and career areas in which they are underrepresented.

o. Develop, or improve and expand, distribution of specialized printed material to reflect opportunities at individual institutions for "other race" students.

p. Support expansion of recruitment of "other race" students in continuing education programs.

2. Transfer Students from Two-Year Institutions¹

a. Develop articulation agreements to augment transfer of credit between senior institutions and technical colleges and between senior institutions and USC two-year campuses.

b. Senior institutions assign at least one recruiter the responsibility of recruiting transfer students, particularly "other race" students.

c. Technical colleges and USC two-year campuses sponsor college and career days at which public senior college representatives will be among the participants.

¹Most recommendations concerning recruitment of freshmen also apply to recruitment of transfer students. Recommendations here apply only to transfer student recruitment.

3. Graduate and Professional Students

a. Enlist the participation of enrolled black graduate and professional students, and black professors teaching graduate and professional courses, in recruitment of black students for graduate and professional academic programs.

b. Identify and enlist black professionals to assist in encouraging black undergraduate students to enroll in graduate and professional programs in the State's public colleges and universities.

c. Encourage by all means possible visitations by black undergraduate students to public campuses where graduate and professional programs exist, and to specific graduate and professional departments.

d. Expand efforts to regularly inform professors, academic department heads and appropriate administrators at all four-year public institutions concerning current employment and academic opportunities, and student services available at the public institutions offering graduate and professional programs.

e. Encourage expanded coverage by all news media (especially publications and radio stations oriented to black audiences) of career opportunities and educational opportunities available for black students who enroll in and complete graduate and professional academic programs.

f. Encourage the recruitment of "other race" students in existing off-campus graduate study centers to provide easier access by such students to graduate offerings.

g. Encourage at on-campus and at off-campus graduate study centers, options for dual-enrollment in their final undergraduate term of senior students with sufficiently good grade-point averages to predict success in graduate studies.

h. Intensify efforts to attract "other race" students and to encourage them to prepare for occupations and professions, consistent

with their career goals, in which they are underrepresented.

B. Suggestions To South Carolina Public Colleges and Universities Concerning Retention (to Graduation) of "Other Race" Students, Undergraduate and Graduate and Professional

1. Develop, or expand, academic and personal counseling programs for "other race" students, especially entering students, to improve retention and academic progression of those students.

a. Enlist "other race" faculty and staff members skilled at tutoring and counseling to provide first-year "other race" students with a predictable, identifiable and responsive professional on-campus who can provide support and assistance as the student makes the transition to the college environment.

b. Establish a program of services by senior and graduate students as individual peer counselors to first-year "other race" students at the undergraduate and graduate/professional levels.

2. Devise a system to facilitate early identification of students needing academic counseling, and provide such counseling.

3. Assure that on-campus extracurricular social and cultural activities include those of special interest to "other race" students.

4. Continue to offer, and require of students when appropriate, summer orientation and study.

5. Working with community and civic groups, expand off-campus social and cultural opportunities for "other race" students.

6. Assure that the equal opportunity policy of the institution includes on-campus student organizations.

7. Initiate or expand institutional research studies regarding retention rates for "other race" students and methods of improving retention without sacrifice of quality of education for those students.

8. Provide periodic human relations training seminars for faculty, staff and volunteer or part-time-employed students who are involved in activities important to retention of "other race" students.

9. Develop or refine resources available to meet any special concerns of "other race" students, staff, and faculty.

10. Assure adequate representation of "other race" students on committees and in organizations responsible for campus-life activities.

11. Maintain on file annual reports on students by discipline, class, sex, and race.

12. Maintain on file annual reports of graduating students by degree, program, sex, and race.

The individual public colleges and universities in South Carolina, as part of their efforts to increase "other race" enrollment at all levels, commit themselves to implement whatever measures they deem to be potentially most productive, in their individual settings, in the recruitment and retention of "other race" students.

The individual institutions will submit annually to the Commission on Higher Education, detailed reports of measures employed or planned to improve recruitment and retention of "other race" students at all levels. Reports will include actual numbers of "other race" students at various levels and, in the case of graduate students, in various academic programs.

The Commission on Higher Education will monitor annual progress toward the Statewide and institutional goals related to student enrollment and will report annually on the progress made.

ADDITIONAL MEASURES SELECTED BY INSTITUTIONS
TO IMPROVE THE RECRUITMENT OF MINORITY STUDENTS

South Carolina public colleges and universities already engage in a number of activities designed to increase the number and proportion of minority students. The activities in the following lists are in addition to those currently being undertaken by the respective institutions. The implementation of certain of the measures listed is contingent upon the approval of funding and the authorization of additional positions by the South Carolina General Assembly.

Additional measures may be provided, as a supplementary statement to the South Carolina Plan for Equity and Equal Opportunity in the Public Colleges and Universities, within 30 days after the Plan is initially submitted.

The University of South Carolina is evaluating the effectiveness of its current minority recruitment activities and may, as a result, undertake additional measures.

Clemson University
List of Additional Activities for the Recruitment
of Minority Students

Clemson University will undertake the following activities in an effort to meet its goals for minority student enrollment:

1. Additional Summer Workshop Program for Minority Students:

This program will be expanded for 60 to 140 students and will encompass all major areas of study.

2. Waiver of Application Fees:

Waive application fee for needy minority students.

3. Revision and Expanded Coverage of the Minority Brochure:

This brochure contains pictures and comments of black students, faculty and alumni, addressing the reasons black students should consider applying to Clemson and what it is like to be a black student at Clemson.

4. Minority Undergraduate Student Scholarships:

Beginning in 1981-82, Clemson University will award five four-year scholarships of \$1,810 each (plus waiver of out-of-state tuition and fees), funded by the Alumni Association. When qualifications are substantially equal, minority candidates are given preference (all 1981-82 recipients are black).

5. Expanded Junior High and High School and Junior College/Technical College Visitation Programs:

Clemson University plans to expand greatly its visitation program, emphasizing in this program the recruitment of academically well-

qualified black students. Currently enrolled black students have already indicated their willingness to participate in this program and the assistance of black alumni will also be solicited.

6. Big Brother/Big Sister Program:

Clemson University intends to establish a big brother/big sister program in which incoming minority freshmen would be assisted by currently enrolled minority students in adjusting to life at Clemson.

7. Written Policies, Five-Year Goals, and Interim Annual Goals

To Increase "Other Race" Enrollment:

Such policies and goals will be given wide dissemination.

8. Campus Visitation by Minority Students and Parents:

An expanded program will be initiated to bring minority students and their parents to the campus for orientation/training sessions that will include counseling concerning admissions, financial aid and career opportunities and on-campus assistance for students and parents in completing admissions and financial aid applications.

9. Improved Articulation with Two-Year Institutions:

Clemson already has underway a major effort to improve articulation with the technical colleges. This program will be expanded.

10. Expanded News Media Coverage:

Clemson University will encourage expanded media coverage of career opportunities and educational opportunities available, with a special emphasis on opportunities for minority students, especially in academic and career areas in which they are underrepresented.

11. Institutional Information Availability:

Clemson University will publicize ways in which information concerning institutions may be secured without charge (e.g., the South Carolina Occupational Systems operated by the S. C. Employment Security Commission).

12. Continuing Education Programs:

Clemson University will expand its efforts to recruit minority participants in its continuing education programs.

13. Expansion of the Recruitment of Black Graduate and Professional Students:

Clemson University will expand its efforts to attract black graduate and professional students. Currently enrolled students, black professors teaching graduate and professional courses, and practicing black professionals will be asked to participate in such efforts.

14. Expansion of Retention Efforts:

Clemson University will expand its academic and personal counseling programs for minority students to improve the retention and rate of academic progress of these students.

College of Charleston
List of Additional Activities for the Recruitment
of Minority Students

The College of Charleston will undertake the following activities in an effort to meet its goals for minority student enrollment:

1. Expand and strengthen Accelerated Learning on the Peninsula (ALP) to include County.
2. Establish partnership program with minority professionals (including brochure to be used as recruitment device).
3. Develop publication for Office of Human Relations stressing equal educational opportunity policy.
4. Publish information on curricula offerings and other programs relating to the black experience.
5. Sponsor one annual cultural event.
6. Establish a black scholar-in-residence program.
7. Establish Centers of Excellence in selected programs, i.e., Lowcountry Studies, Avery Institute, Metropolitan and Public Affairs Center.
8. Establish referral system from two-year institutions to College of Charleston for reentry minority students.
9. Conduct orientation and seminars for reentry adults of other race to encourage and assist them enroll in credit courses.
10. Provide non-credit seminars and workshops which bring other race community members to the institution.
11. Advertise and announce continuing education services and programs in the newspapers and radio stations which reach minority students.
12. Establish a program of services by senior and graduate students as individual peer counselors to first-year "other race" students at the undergraduate and graduate/professional levels.

13. Enlist the participation of enrolled black graduate and professional students, and black professors teaching graduate and professional courses, in recruitment of black students for graduate and professional academic programs.

14. Identify and enlist black professionals to assist in encouraging black undergraduate students to enroll in graduate and professional programs in the State's public colleges and universities.

15. Encourage by all means possible visitations by black undergraduate students to public campuses where graduate and professional programs exist, and to specific graduate and professional departments.

16. Encourage the recruitment of "other race" students in existing off-campus graduate study centers to provide easier access by such students to graduate offerings.

17. Encourage, at on-campus and at off-campus graduate study centers, options for dual-enrollment in their final undergraduate term of senior students with sufficiently good grade point averages to predict success in graduate studies.

18. Intensify efforts to attract "other race" students and to encourage them to prepare for occupations and professions, consistent with their career goals, in which they are underrepresented.

Francis Marion College
List of Additional Activities for the Recruitment
of Minority Students

Francis Marion College will undertake the following activities in its effort to meet its goals for minority student enrollment:

1. Establish programs to identify promising "other race" students who are in high school, and invite such students and their parents or guardians to college campus for orientation/training sessions.
2. Identify and enlist "other race" civic, religious and business leaders across the State (or in "service areas" of the institution), for assistance in contacting, informing and referring "other race" students and their parents or guardians.
3. Publicize ways in which information concerning institutions may be secured by students without charge by installing SCOIS.
4. Encourage by every means possible visits by prospective "other race" students to the campus.
5. Encourage expanded coverage, by all news media, of career opportunities and educational opportunities available, with a special emphasis on opportunities for "other race" students, especially in academic and career areas in which they are underrepresented.
6. Enlist the participation of enrolled black graduate and professional students, and black professors teaching graduate and professional courses, in recruitment of black students for graduate and professional academic programs.
7. Identify and enlist black professionals to assist in encouraging black undergraduate students to enroll in graduate and professional programs in the State's public colleges and universities.

8. Identify outstanding black teachers in the public schools who are or soon could be qualified to begin teaching at Francis Marion on a part-time or full-time basis, encourage them with proper class scheduling to go to the University and complete doctoral degrees then join the Francis Marion faculty.

Lander College
List of Additional Activities for the Recruitment
of Minority Students

Lander College will undertake the following activities in an effort to meet its goals for minority student enrollment:

1. Establish or expand use of bi-racial recruitment staffs in admissions offices to visit high schools across the State.
2. Encourage expanded coverage, by all news media, of career opportunities available, with special emphasis on opportunities for "other race" students, especially in academic and career areas in which they are underrepresented.
3. Develop, or improve and expand, distribution of specialized printed material to reflect opportunities at individual institutions for "other race" students.
4. Support expansion of recruitment of "other race" students in continuing education programs.
5. Develop, or expand, academic and personal counseling programs for "other race" students, especially entering students to improve retention and academic progression of those students.
6. Enlist "other race" faculty and staff members skilled at tutoring and counseling to tutor and counsel first year students.
7. Establish a program of services by senior and graduate students as individual peer counselors.
8. Initiate a retention monitoring system.

Medical University of South Carolina
List of Additional Activities for the Recruitment
of Minority Students

The Medical University of South Carolina will undertake the following activities in an effort to meet its goals for minority student enrollment:

1. Enhance minority affairs office.
2. Expand minority affairs programs and summer health careers programs.
3. Provide dental incentive grant for freshmen (blacks) for dental equipment in amount of \$ 4,000 (at no cost to State) through the Health Science Foundation.

The Citadel
List of Additional Activities for the Recruitment
of Minority Students

The Citadel will undertake the following activities in an effort to meet its goals for minority student enrollment:

1. Study the feasibility of employment of a minority person with primary responsibility for Affirmative Action.
2. Explore, at the evening undergraduate and graduate levels, areas where cooperation with the South Carolina State College might be mutually advantageous.

Winthrop College
List of Additional Activities for the Recruitment
of Minority Students

Winthrop College will undertake the following activities in an effort to meet its goals for minority student enrollment:

1. Continue the existing Educational Opportunity tour, through which college admissions officers from most postsecondary institutions in the State visit secondary schools in South Carolina.
2. Devote one issue of an existing newsletter to state guidance counselors, published three times a year, to minorities at Winthrop College. Carry a minority interest item in each of the other two issues.
3. Talk with many prospective students and discuss career information. Have the campus career counselor train admissions counselors on careers for minorities.
4. In the regular Admissions brochure, identify minority students portrayed therein by name, home town and college activity.
5. Devote some Winthrop Challenge "spots" to minority student life at Winthrop College.
6. Increase the number of minority members of the Admissions Advisory Board, a student organization assisting in the recruitment effort.
7. On special visitation days (Winthrop Days) provide opportunities for minority students to receive assistance in completing applications for admissions and financial aid. Train admissions recruiters to give the same assistance on high school visits; send black financial officer to college day programs for same purpose.
8. Contact appropriate officials and organizations in order to increase our opportunities for invitations to college programs at minority churches and predominantly minority high schools.

9. Expand recruitment of transfer students in a concentrated effort to recruit qualified minority students.

10. Add an additional member to our recruiting staff who will concentrate on the minority student recruitment effort.

11. Increase the recruiting travel budget to give the new recruiter the exposure needed.

12. Publicize Winthrop College in minority publications and on minority operated radio stations.

13. Increase financial support for the travel of racially mixed student groups (such as choirs) which go into high schools and promote Winthrop College.

14. Make South Carolina guidance counselors aware of Winthrop's genuine interest in recruiting minority students by means of personal contacts by the Director of Admissions.

15. Determine areas where college bound minorities are to be found in greater numbers and intensify overall recruiting efforts in those areas.

16. Use separate minority norms for admitting minority students if such norms improve access to the college for minority students.

17. Increase participation of current black students in Winthrop Day Programs in conjunction with efforts to attract greater number of prospective black students to such programs.

Appendix O

COMMITMENT TO EXPAND MOBILITY BETWEEN TWO- AND FOUR-YEAR INSTITUTIONS

The State's commitment to expand mobility between two- and four-year institutions is established in the South Carolina Master Plan for Higher Education. The relevant portions of the Master Plan are provided on pages 300 through 303 of this Appendix. Where appropriate, these policies apply to the Technical Educational System and the two-year campuses of the University of South Carolina. The approval of the Master Plan by CHE and the approval of the principles embodied in the Master Plan by the South Carolina General Assembly have the effect of the adoption of Recommendations in the Master Plan as policy by CHE. Progress on the implementation of these recommendations will be provided in the report on implementation of the State Plan which is submitted to the U. S. Department of Education annually.

TRANSFER STUDENTS

Transfer policies should reflect a concern for the ultimate welfare of the students, and should be aimed toward the elimination of arbitrary and unnecessary barriers to the acceptance of legitimate course credits.

Both sending and receiving institutions have responsibilities in the transfer process. The sending institution must provide sound guidance for the student who plans to transfer. The receiving institution, which has final authority over the acceptance of transfer credit, should be consistent in its credit evaluations, and should accord transfer students treatment similar to that accorded to first-time and readmitted students.

What a student has learned is more significant than the method by which it has been learned. Transfer credit for experiential education or for courses given by non-collegiate agencies should be awarded, however, only under firm guidelines and safeguards. Additionally, transfer credit should be awarded for courses taken at unaccredited institutions only after fair and reasonable validation procedures have been followed.

Once a student has demonstrated his ability to do college level work by satisfactorily completing 30 semester hours or its equivalent in a transfer program at the undergraduate level, he should no longer be required to submit entrance examination scores or a high school transcript for admission, although either may be required for advisement.

The Commission will take the following actions to improve transfer policies and processes in South Carolina:

1. establish an advisory committee to study and recommend basic core curricula for lower division transfer programs in specific majors to facilitate the transfer of students between institutions in this State;
2. initiate a study of the feasibility of all institutions awarding credit in a manner which can easily be converted to semester hours. This will contribute to consistency and ease of trans-

ferability between and among institutions in the State, but does not necessarily mean that all institutions should operate on a semester calendar basis;

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3. initiate a study to determine whether students with appropriate scores on the College Level Examination Program (CLEP) General Examination should be awarded credit towards completion of their freshman year of college; and
4. initiate a Statewide study to ascertain the success of transfer to and from institutions of higher education within the State, with emphasis on the degree of success encountered by transfers from two-year to four-year institutions and the areas of study in which relatively high or low levels of success are attained.

The Commission recommends the following:

1. Transfer policies should be explained in catalogs and related documents and should be applied in a consistent manner.
2. Sending institutions should be guided by these principles:
 - a) They should assure the high quality of course content and instruction in both traditional and non-traditional programs.
 - b) They should assure that records of non-traditional educational programs (particularly experiential learning) are explained fully in catalogs or accompanied by sufficient data to permit the receiving institutions to make an accurate evaluation of course equivalency.
 - c) They should provide curriculum placement and counseling services to students and not expect general acceptance of a large random collection of elective courses.
3. Receiving institutions should be guided by these principles:
 - a) They should evaluate transcripts in a consistent manner within the institution. This can be achieved by coordination of

departmental evaluations or the consolidation of transcript evaluation within one administrative unit.

- b) They should assure that records of non-traditional educational experiences are not rejected solely on the basis of their non-traditional nature. There should be a carefully developed and consistent policy for evaluating such records.
 - c) They should recognize the general education value of courses which may be included on a transcript but which may not be in the curriculum of the receiving institution, and award suitable elective credit.
- 4. Students at receiving institutions should not be required to duplicate course material already generally covered in courses at sending institutions. In cases where courses are clearly not equivalent but overlap, competency examinations should be available to facilitate transferability.
 - 5. All institutions are encouraged to adopt the use of CLEP Subject Examinations. Credit should be awarded for scores at or above the average score made by "C" students in the national norms for the Subject Examinations - the minimum recommendation of the College Entrance Examination Board.
 - 6. Courses designed for credit at the baccalaureate degree level and offered by an appropriately accredited institution should be accepted for transfer credit regardless of whether the receiving institution offers concentrations in the subject matter of those courses. The final determination of which of these credits can be applied to specific major and degree requirements rests with the receiving institution.
 - 7. In order to facilitate transfer where appropriate and to minimize false expectations on the part of students, postsecondary institutions

should limit their course offerings to those appropriate to the program, mission, and purpose for which the institution is accredited.

8. Since time or mobility or both often cause oral agreements to be forgotten, each transfer student should receive a written and signed statement from the receiving institution after application and prior to enrollment indicating which courses will apply toward graduation in that student's intended program.
9. Faculty in institutions in proximity should work together in developing objectives for similar courses, so as to minimize unnecessary differences and maximize the potential for coordination, cross registration, and student transfer.

COMPREHENSIVE LIST OF
MEASURES TO INCREASE MINORITY FACULTY AND
ADMINISTRATORS IN SOUTH CAROLINA PUBLIC COLLEGES AND UNIVERSITIES

I. Enhancement of Affirmative Action Efforts

A. The Commission on Higher Education, in monitoring this Plan, will establish an Office of Affirmative Action with a full-time coordinator.

This office will:

- 1) screen institutional grant applications for federal and/or foundation support of programs designed to enhance the recruitment and retention of minority students, faculty, and staff in various areas (e.g., medicine);
- 2) serve as a resource center of information on enrollments, applicant pool, sources of funding, sources of black faculty applicants;
- 3) recommend State support for special programs at educational institutions designed to correct student deficiencies.
- 4) organize a network with the Institutional Minorities Representatives throughout the State to work systematically at the enhancement of participation by minorities in higher education; and
- 5) collect data and prepare reports required for submission to appropriate authorities.

B. The public colleges and universities will enhance recruitment and selection efforts for minority candidates for vacant faculty and administrative positions and explore every avenue for generating applications for minority candidates. This will be accomplished by:

1. Mandatory training programs will be developed for all faculty and staff selection committees on the importance of affirmative action responsibilities in recruitment and selection.

2. Selection committees and supervisory personnel responsible for hiring decisions will be held accountable for taking affirmative action in their recruitment and selection of personnel.

3. Supervisory and other personnel responsible for hiring decisions will be assessed, as part of their performance evaluation, for their effectiveness in implementing the agency's or institution's affirmative action program.

4. Faculty and staff vacancies will be reported to the affirmative action officer before any recruitment begins.

5. Qualified minorities in a particular functional unit will be considered for promotion into a vacancy before the vacancy is advertised.

6. Each college or university affirmative action officer will be involved in a consistent method of monitoring and documenting faculty and staff selection.

7. Faculty and administrators will be encouraged to engage in informal recruitment of minorities while attending professional meetings.

8. Each affirmative action program will be sufficiently staffed to ensure the success of the agency's or institution's affirmative action program. Staff efforts will not be diluted with other assignments that may weaken the agency's or institution's affirmative action program.

9. Each agency or institution will establish an affirmative action budget, to include recruitment and staffing, and the Commission on Higher Education will include requests for special funding, as required for affirmative action programs over and above the amount determined by formula computation.

10. Ensure that minorities are represented on all campus committees and other campus activities.

II. Enhancement of Recruitment and Development Efforts for Minority Administrators, Faculty, and Staff

- A. Recruit and develop faculty and staff with special expertise to initiate and direct new programs, centers for excellence and educational curricula that would be unique for South Carolina State College.
- B. Enhance faculty, staff, and student integration through the development of joint or cooperative degree programs between South Carolina State College and other institutions.
- C. Enhance faculty, staff and student integration through transfer of programs, institutes, and other special activities from other public colleges and universities to South Carolina State College.
- D. Increase the proportion of faculty holding the doctoral degree among minority faculty members through support for faculty development over and above general faculty development funds with stipends for leaves of absence.
- E. Establish a Statewide plan for academic minority administrative internships as a means of discovering and developing new administrative talent.
- F. Provide for central listing of faculty and administrative vacancies by the State Personnel Division.
- G. Recruit and retain black graduates of professional programs within the State.
- H. Increase minority representation of faculty by seeking more minority graduate students and encouraging qualified graduates to join the faculty.

III. Enhancement of the Academic Environment

- A. Establish a black scholar-in-residence program.
- B. Establish Centers of Excellence in selected programs designed, in part, to attract minority faculty.
- C. Establish endowed chairs for minority faculty.
- D. Increase stipend support for "other race" graduate students (attraction of good graduate students should assist in recruitment efforts designed to attract minority faculty).
- E. Provide funds to strengthen the research capability at South Carolina State College.

ADDITIONAL MEASURES SELECTED BY INSTITUTIONS
TO INCREASE MINORITY FACULTY AND ADMINISTRATORS
IN SOUTH CAROLINA PUBLIC COLLEGES AND UNIVERSITIES

South Carolina public colleges and universities already engage in a number of activities designed to increase the number of minority faculty, administrators and other staff. The activities in the following lists are in addition to those currently being undertaken by the respective institutions. The implementation of certain of the measures listed is contingent upon the approval of funding and the authorization of additional positions by the South Carolina General Assembly.

The Citadel, the Medical University of South Carolina and the University of South Carolina are evaluating the effectiveness of their current minority recruitment activities and may, as a result, undertake additional faculty recruitment measures. These and other additional measures may be provided, as a supplementary statement to the South Carolina Plan for Equity and Equal Opportunity in The Public Colleges and Universities, within 30 days after the Plan is initially submitted.

CLEMSON UNIVERSITY

LIST OF ADDITIONAL ACTIVITIES FOR THE RECRUITMENT
OF MINORITY FACULTY AND ADMINISTRATORS

1. Affirmative Action Training for Selection Committees:

Faculty and administrators are usually selected by ad hoc committees of faculty members that are explicitly instructed to adhere to affirmative action guidelines. All such committees will be required to schedule training sessions with the University's Affirmative Action Officer to ensure that committee members are aware of affirmative action guidelines and goals.

2. Expansion of Affirmative Action Training Programs for Supervisory Personnel:

Department heads, directors, deans, and other supervisory personnel will be required to participate in a training program designed to make them more cognizant of affirmative action guidelines, procedures, and goals. It will be emphasized strongly that they will be held accountable for taking affirmative action in recruitment and personnel selection, and that the assessment of their performance will include an evaluation of their effectiveness in implementing the University's affirmative action program.

3. Implementation of the Clemson University Administrative Management Trainee Program:

A detailed proposal has been submitted to the State Personnel Division of the State Budget and Control Board for the establishment of the Clemson University Administrative Management Trainee Program.

4. Faculty Development Leaves:

Current minority faculty members who have not completed the requirements for the Ph.D. will be granted faculty development leaves in order that they will return to their respective graduate schools to complete the requirements

for the Ph.D. Such faculty members will sign an agreement to return to their former position at the expiration of the development leave.

5. Minority Graduate Fellowships:

Minority graduate fellowships will be awarded to advanced graduate students for pursuit of the Ph.D. at Clemson University in anticipation that many of those completing the degree will be hired on the Clemson faculty. An agreement to accept an offer of an appointment at Clemson University, if proffered, would be a condition of the award of the three-year fellowships.

6. Consideration of Affirmative Action Performance in Evaluating Personnel:

Clemson University will make this factor a specific, written element to be taken into consideration in evaluating the performance of all supervisors and personnel responsible for hiring decisions.

7. Recruitment of Minorities at Professional Meetings:

Clemson University will develop a specific written policy to be widely disseminated among all faculty and staff personnel attending professional meetings urging each participant to assist the University in meeting its goals of recruiting qualified black professionals in the academic and staff areas.

8. Minority Committee Representation:

Clemson University will develop a specific written policy to be given wide dissemination encouraging minorities to volunteer for committee assignments across the entire spectrum of University committees, commissions, councils, advisory bodies and other committee-type entities.

9. Joint or Cooperative Programs:

Clemson University has for years had a cooperative degree program with South Carolina State College in agriculture. Clemson University stands ready to implement joint and cooperative programs in any field when there is a mutual understanding with South Carolina State College that the programs will be useful, cost effective and contribute to meeting the goals established for each institution in the Plan.

10. Central Listing of Vacancies:

Clemson University will participate in this listing.

11. Retention of Black Graduates:

Clemson University will make maximum effort to recruit black professionals and minority graduate students as members of its faculty and staff.

12. Endowed Minority Chairs:

Endowed chairs require a capital gift of \$750,000 - \$1,000,000. Clemson University will seek to obtain such funds if interested donors can be identified.

13. Adequate Staffing:

The staff of the Office for Human Resources has recently been augmented, and further plans will call for additional staffing, particularly in the statistical area.

COLLEGE OF CHARLESTON

LIST OF ADDITIONAL ACTIVITIES FOR THE RECRUITMENT
OF MINORITY FACULTY AND ADMINISTRATORS

1. Affirmative Action Training for Selection Committees:

Faculty and staff will be offered a human relations training and development program. Faculty and staff selection committees will engage in scheduled training sessions with the College's Human Relations Officer to ensure that committee members are aware of affirmative action guidelines and goals.

2. Adequate Staffing:

The secretarial position in the Office of Human Relations will be reinstated.

3. Recruitment of Minorities at Professional Meetings:

Funds for travel and conference registrations will be increased to enhance the prospect for recruiting qualified black professionals for academic and staff areas.

FRANCIS MARION COLLEGE

LIST OF ADDITIONAL ACTIVITIES FOR THE RECRUITMENT
OF MINORITY FACULTY AND ADMINISTRATORS1. Recruitment of Area Public School Teachers for Additional
Training and Employment:

The College will seek to identify outstanding black teachers in public schools in the Florence area who are, or soon could be, qualified to teach at Francis Marion on a part-time or full-time basis. If such teachers need additional graduate study, the College will assist them in going to the University of South Carolina and completing the doctoral degree and will place them in a faculty or administrative position.

LANDER COLLEGE

LIST OF ADDITIONAL ACTIVITIES FOR THE RECRUITMENT
OF MINORITY FACULTY AND ADMINISTRATORS

Lander College will participate in the following additional activities which should result in a larger number of minority faculty members and administrators being employed.

1. Mandatory training programs:

It is the policy of the College to instruct all chairpersons and other staff members on affirmative action responsibilities prior to any recruitment effort. The College will, however, expand its existing program to include mandatory training programs.

2. Establish an affirmative action budget:

Lander College will carry out this responsibility in order to assure affirmative action if funding over and beyond the formula computation is available to the College.

WINTHROP COLLEGE

LIST OF ADDITIONAL ACTIVITIES FOR THE RECRUITMENT
OF MINORITY FACULTY AND ADMINISTRATORS

1. Provide more systematic affirmative action training for faculty and staff selection committees.
2. Include affirmative action effectiveness in performance evaluations of supervisory personnel.
3. Consider qualified minorities for promotion before a vacancy is advertised.
4. Encourage faculty and administrators to engage in informal minority recruitment at professional meetings.
5. Step up efforts to recruit black graduates of professional programs within (and outside) the state.

POLICY AND PROCEDURES CONCERNING NEW PROGRAMS

April, 1980

**South Carolina Commission on Higher Education
1429 Senate Street
Columbia, South Carolina 29201**

PREFACE

The Commission on Higher Education has had in place since 1968 policy and procedures governing the submission and review of proposals for new programs in public institutions. This publication contains the latest modifications of the policy and procedures, adopted by the Commission in November, 1979, during the development of the South Carolina Master Plan for Higher Education. Copies are available to all who are interested.

Howard R. Boozer
Executive Director

April 10, 1980

SECTION I.

INTRODUCTION

Program review is one of the important functions a coordinating agency is called upon to perform. The essential nature of this function was recognized in the 1967 legislation creating the South Carolina Commission on Higher Education, which requires approval by the Commission or the General Assembly before any new program may be implemented by a public institution of higher learning. It was re-emphasized in the 1978 legislation reorganizing the Commission, which also gave the Commission explicit authority to recommend termination of programs at public institutions.

The principal role of the Commission in program review is to reflect an objective viewpoint that is at least statewide (and, in some cases, regional or national) in scope. In reviewing proposals for new programs, or in reviewing existing programs, the Commission seeks objective viewpoints about, and specific answers to, the following five broad questions concerning each program:

1. What are the objectives of the proposed program?
2. Does the State need the program, and if so, are there alternative means of accomplishing the desired objectives?
3. Is the program compatible with the mission, role and scope of the institution?

4. How much does the activity cost, and what priority should be given it in funding?
5. Does the institution have the necessary personnel, facilities, library holdings, and other essentials necessary to conduct a program of high quality; and if not, is there a plan for acquiring these essentials?

The Commission on Higher Education recognizes the sensitive nature of this responsibility. It also recognizes its obligation to assist the institutions of the State to develop and to maintain programs of high quality, and to avoid or reduce unnecessary duplication of programs.

The Commission's policy and procedures concerning the submission and review of proposed new programs, in effect since 1968, were last amended in November, 1979, and are reproduced in this document.

SECTION II.

POLICY

1. "New Programs" requiring Commission approval shall be defined as:
 - a. Offerings at any campus or other location leading to the establishment of any degree level, in any field, not previously offered; including but not limited to diplomas and certificates; and associate, baccalaureate, professional, masters, or doctoral degrees. Diploma and certificate programs at technical colleges not leading to the associate or other recognized degree are exempted.
 - b. Offerings at any campus or other location, at any degree level, leading to the establishment of a new major, or a new option, specialization, concentration or postgraduate residency within a currently authorized field, where any such major, option, specialization, concentration or residency is to be publicized in any manner.
 - c. Creation at any campus or other location of any Center, Bureau, Institute, or any other budgetary or administrative unit (except an academic department, school, or college), for the purposes of carrying out research, public service activities, or instruction, or any combination of the above.

2. The Commission does not require approval of the creation of new academic departments, schools or colleges within existing institutions, unless such administrative change has program implications, but requests institutions to notify the Commission promptly of such changes as may be affected.
3. Changes of program titles, without any change in objectives, purposes, or curricula, normally are not to be regarded as new programs, but such contemplated changes shall be discussed with the Commission staff prior to implementation and the Commission staff shall be notified promptly in writing as such changes may be effected.
4. Deletion of any program, or of any academic school, department or college, does not require prior Commission approval, but prompt notification of such changes shall be made to the Commission staff in writing.
5. No proposed new program may be publicized in the catalog of any institution or in any other written material prior to approval of the program by the Commission.
6. The Committee on Academic Programs will establish and maintain procedures designed to implement this policy.

SECTION III.

PROCEDURES

1. It is essential for Commission staff to have the opportunity to consult with an institution early in its consideration and planning of new programs. This is particularly important in determining whether new activities proposed may, or may not, require Commission approval; and in assisting institutional staff in drafting proposals acceptable for consideration by the Commission.
2. The Commission's standing Committee on Academic Programs is responsible for, among other things, reviewing new programs from the various institutions, and for making its recommendations as to each such proposal to the Commission for final action. The Committee will consider program proposals at quarterly meetings, to be held regularly during the first month of each quarter, i.e., July, October, January, and April. Exceptions to this procedure may be made by the Committee, in the case of justifiable emergencies.
3. No formal proposals will be considered by the Committee on Academic Programs unless the institution has previously submitted a Letter of Intent, signed by the Chief Executive Officer of the institution or system, to the Executive Director of the Commission on Higher Education.

The purpose of a Letter of Intent is to give advance notice to the Commission staff, and to the Committee on Academic Programs, of an institution's intent, at the time of writing, to propose a new program. Each Letter of Intent should be addressed only to one proposed program. A Letter of Intent should be limited to one page, describing the proposed program briefly but clearly, giving the title and a short description of the purpose of the proposed program, with an explanation of its relevance to the role and scope of the proposing institution, and the proposed implementation date.

Letters of Intent are not binding on the part of the institution in the sense that subsequent investigation by the institution may result in a change (e.g., in proposed starting date) or even cancellation of such plans. Such letters are also not binding in the sense that acknowledgment of receipt does not constitute implied approval of the subsequent proposal on the part of either the Commission staff or the Committee on Academic Programs. Since Letters of Intent are not binding, they may be submitted to the Commission prior to final internal approvals which may be necessary at the proposing institution.

A Letter of Intent may be submitted at any time but no later than 120 days prior to review of the formal program proposal by the Committee on Academic Programs. Exceptions to this requirement may be made in justifiable emergencies by the Committee.

4. The Committee, or the Commission, may seek advice and comments concerning any proposed program from disinterested parties, such as consultants or advisory groups, as the Committee may consider appropriate. In addition, there is established, advisory to the Committee, an Ad-

visory Committee on Academic Programs, to consist of the following persons ex officio:

- a. a member of the Commission staff, designated by the Executive Director, who shall serve as Chairman;
- b. the chief academic officer of each of the state-supported colleges and universities (the chief academic officer at the University of South Carolina shall represent not only the main campus but all of the University's branches); and
- c. the Associate Executive Director for Instruction of the State Board for Technical and Comprehensive Education.

Program proposals, except those related to health and medical education, will be referred by the Commission staff to this Advisory Committee for advice and comment. The Advisory Committee will meet on the call of its Chairman, regular meetings to be held normally during the last month of each quarter, i.e., June, September, December, and March. A majority of the members of the Advisory Committee will constitute a quorum at any meeting. No vote shall be recorded in Advisory Committee meetings on the question of specific programs, its role in such cases being advisory only. Other appropriate questions in addition to those relative to specific proposals for new programs may be referred to the Advisory Committee for advice or action by the Chairman or by the Committee on Academic Programs.

Program proposals related to health and medical education will be referred to the Committee on Health and Medical Education and may be

referred by the Committee to the Health Education Authority for advice and comment. After appropriate review, the Committee on Health and Medical Education will provide advice, comment and recommendations on such programs to the Committee on Academic Programs for its consideration.

5. The Committee on Academic Programs, in considering proposals submitted by an institution, will invite the chief academic officer of that institution, or his designee, to appear before it in order to respond to any questions the Committee or staff may have concerning the proposal. Notice of such invitation will be made to the chief academic officer by the staff. The staff will prepare for the Committee, with a copy to the chief academic officer of the institution, in advance of its meetings, a written analysis and evaluation of proposals which are to be considered.
6. The chairman of the Committee on Academic Programs, or his designee, shall submit Committee findings and recommendations to the Commission at the appropriate time on each proposal submitted. It will continue to be the prerogative of the presidents of institutions submitting, or otherwise affected by, proposals to attend Commission meetings at which such proposals are being considered. If invited to do so by the presiding officer, any president may speak on such programs.
7. The Executive Director shall notify the chief executive officer of the institution or system promptly regarding such formal action the Commission may take on proposals.

8. An institution wishing to appeal any formal action on programs by the Commission may do so, provided a written notice of appeal stating the reason(s) therefor is submitted to the Executive Director by the President or chief executive officer of the institution within 30 days after receipt of formal notice of the Commission's action. All such appeals will be referred to the Committee which shall undertake any further study or such other action as may appear to it to be appropriate under the circumstances.

9. Proposals for new programs must be submitted in 25 copies. They should be addressed to the Executive Director of the Commission, and transmitted with a cover letter signed by the chief executive officer of the institution or system. Proposals from institutions under the aegis of the State Board for Technical Education shall be processed through and have the approval of the SBTCE prior to submission to the Commission.

10. The normal schedule of activities that are expected in accordance with these procedures is as follows:

<u>Program Review Cycle</u>	<u>Letter of Intent (Due Date)</u>	<u>Proposal (Due Date)</u>	<u>Advisory Committee</u>	<u>Committee on Academic Programs*</u>	<u>Commission</u>
Summer	Mar. 1	May 15	June	July	Aug.**
Fall	June 1	Aug. 15	Sept.	Oct.	Nov.
Winter	Sept. 1	Nov. 15	Dec.	Jan.	Feb.
Spring	Dec. 1	Feb. 15	Mar.	April	May

* And, for appropriate programs, Committee on Health and Medical Education

** or September

11. Proposals should provide at least the following information, presented in this format:

a. Classification

- (1) Academic area or field of study; academic or budgetary unit(s) involved.
- (2) Designation, type and level of degree or certificate, if pertinent.
- (3) Proposed date of implementation.
- (4) Suggested coding of program in USOE Taxonomy of Instructional Programs in Higher Education.

b. Justification

- (1) A description of the purposes and objectives of the program.
- (2) A description of the way in which the proposed program is consistent with the role and scope of the institution, and of the relationship of the proposed program to existing programs within the institution.
- (3) A discussion of similarities or differences between the proposed program and those with like objectives offered at other institutions. For graduate programs, the discussion should not be limited to like programs within the state.
- (4) A summary of anticipated employment opportunities for graduates, or of demand for services, of the program, quantified to the extent feasible and possible, and covering a reasonable period in the future.

c. Curriculum

- (1) The provision of a sample curriculum for all undergraduate

programs and for those graduate programs which will utilize either core or required courses or both.

- (2) The furnishing of catalog-type descriptions of any new courses which it may be necessary to add to the institution's catalog within at least the first three years of operation of the proposed program.
- (3) If the proposed program is subject to state, regional or national program accreditation, the identification of the agency involved, a probable timetable for approval, and a brief explanation of the accreditation process.
- (4) If graduates of the proposed program are subject to licensure or certification by any state, regional or national agency, a brief description of this process, including a summary of the requirements for such licensure or certification and an explanation of features of the proposed program that will assist students in meeting these requirements.

d. Students

- (1) The identification of the student population to be served, or the pool(s) from which prospective applicants are expected to be drawn, including an explanation of the basis, and sources, of all assumptions.
- (2) Description of enrollment forecasts, by means of a Table showing the estimated enrollment, by level, for at least the first three years of operation. This Table must show the estimated enrollment by headcount, full-time and full-time equivalent categories. For all three categories, the figures in the Table should indicate whether and to what extent these students, by year, are

expected to be new enrollees attracted to the institution by virtue of the program. The rationale for all estimates must be explained.

e. Faculty

- (1) The provision of a Table showing, for at least the first three years, the numbers of faculty and administrators by rank to be utilized in the program. New faculty required and currently-employed faculty (or administrators) are to be enumerated separately in this Table. The numbers in the Table should be given in full-time equivalents and the institutional definition of that term cited.
- (2) In the case of currently-employed faculty (or administrators), an explanation in detail of how the proposed change in assignment is to be accomplished and of whether or not such changes may require the employment of additional people to assume the current duties of these.
- (3) A statement of the academic qualifications of present faculty as they relate to the proposed program, and a description of the academic qualifications of any new faculty being requested as a result of the proposed program.
- (4) If applicable, a statement of the institutional plan for faculty development as it may relate to the proposed program, including released time for research, consulting, conferences, and workshops.

f. Physical Plant and Equipment

- (1) An explanation of whether or to what extent the existing phy-

sical plant will be adequate to provide space for the program, for at least the first three years. If additional physical plant requirements will be induced, for any foreseeable period, or if substantial modification of existing facilities will be required, explain how these are to be financed.

- (2) The identification of major equipment items which may be needed for at least the first three years. Normal acquisitions of commonly-used items for instruction and research may be excluded.

g. Library Resources

- (1) A comparison of the institution's current holdings in the subject field with a standard guideline appropriate to the program proposed.
- (2) A quantitative estimate of the additional holdings, if any, needed to meet the guideline, and an explanation of how these additions will be made (i.e., by "normal" or "special" acquisition programs).

h. Criteria of Evaluation

- (1) Specific criteria by which the institution believes the performance and quality of the program should be judged by the Commission, and the time frame which should apply to any such proposed review.

i. Estimated Additional Cost

- (1) The preparation of a Table showing the estimated additional or incremental cost to the institution if the program is im-

plemented as proposed. This Table should be in the form shown below, suitably altered by circumstances of the proposal.

- (2) An explanation of any financial support which is in hand or reasonably anticipated from any source for the first three years, other than state appropriations or student fees. Indicate how the proposed program would be funded upon expiration of such support.

j. Institutional Approval

Citation of the names, and dates, of approval of the program by internal institutional committees or councils and by the institutional governing board where applicable; together with provisions or stipulations which have not been accommodated.

Sample Table for Presentation of Cost Estimate

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Estimated Additional Cost

<u>Item</u>	<u>19XX-19XX</u>	<u>19XX-19XX</u>	<u>19XX-19XX</u>
<u>Salaries</u>			
Administrators (No.)			
Faculty (No.)			
Clerical (No.)			
Other (No.)			
<u>Equipment and Supplies</u>			
<u>Travel, Telephone, etc.</u>			
<u>Library</u>			
<u>Physical Plant and Major Equipment</u>			
<u>Other (specify)</u>			
<u>TOTAL</u>			

Copies of Additional Materials Requested by the United States Department of Education

- A copy of the Legislation creating the Technical Education System, with Amendments
- A Description of the Geographic Service Areas for Technical Colleges
- The Racial Composition of the Denmark Technical College Service Area
- Colleges in the Technical Education System which offer the Associate in Arts and Associate in Science Degrees
- Catalogs for Denmark, Aiken and Orangeburg Technical Colleges.*

* Copies available at the Office of the South Carolina Commission on Higher Education.

**STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION
CODE OF LAWS OF SOUTH CAROLINA**

1962

Volume 5

ARTICLE 7.

Advisory Committee and Programs for Technical Training.

Section 21-701. Committee created; appointment, etc., of members; officers; meetings; reports. There is hereby created the Advisory Committee for Technical Training, which shall consist of eight members. Six of the members are to be appointed by the Governor upon the advice and consent of the Senate. One member shall be appointed from each congressional district. The Director of the State Development Board and the State Superintendent of Education shall be ex officio members. The Committee shall organize by electing a chairman and such other officers as it deems necessary. The Committee shall meet upon the call of the chairman or majority of its members. It shall make periodic reports of its activities and progress to the Governor and the General Assembly. (1961 (52) 530.)

Section 21-702. Responsibilities, powers and duties of Committee. The Committee shall be responsible for the development and implementation of an adequate vocational and technical training program, which shall include, but not be limited to, the following:

- (1) A crash program coordinated with the State's industrial expansion effort which will provide immediate training for established industries and provide immediate training for particular industries;
- (2) Increased emphasis on industrial arts programs and basic industrial vocational programs within existing high school curriculums;
- (3) Technical training programs primarily designed to train high school graduates as technicians for initial employment in industry; and
- (4) Provision of trade extension courses to persons who desire employment in industries and also to those presently employed who wish to improve their skills.

The Committee shall cooperate with the State Development Board and the State Department of Education in the carrying out of these programs. The Committee may purchase such equipment, hire such personnel, including an industrial engineer, enter into such contracts, make such rules and regulations and may do such other things as may be necessary in order to carry out the provisions of this article, subject to the approval of the State Board of Education. (1961 (52) 539.)

Section 21-703. What county or area must do to qualify. In order to qualify for participation in the Committee's program, a county or area must comply with the following requirements:

- (1) The county or area shall be required to make available a proper building which will meet reasonable specifications to be determined by the Committee.
- (2) The county or area must agree to maintain the facility, to operate it as needed for adult pre-employment, adult extension and high school pre-employment training, as well as to provide the necessary administrative services and transportation of regular high school students where justified. It is recommended the State transportation policies be amended when necessary to make this possible.
- (3) There must be provision for adequate local supervision. (1961 (52) 539.)

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

CODE OF LAWS OF SOUTH CAROLINA

1976

CHAPTER 53

An Act To Create The State Board For Technical And Comprehensive Education; To Provide For Its Powers And Duties; To Repeal Sections 21-701 Through 21-703, Code Of Laws Of South Carolina, 1962, Relating To The Advisory Committee On Technical Training; And To Repeal Sections 21-651 Through 21-659, Concerning The Former South Carolina Area Trade Schools, Which Were Transferred In 1969 To The Advisory Committee On Technical Training.

Section 59-53-10. State Board for Technical and Comprehensive Education created; members; terms; rules and regulations; contracts. There is hereby created the State Board of Technical and Comprehensive Education as a continuing body and agency and instrumentality of the State. The Board shall consist of eight members, appointed by the Governor for terms of six years and until successors are appointed and qualify. One member shall be appointed from each congressional district, with the advice and consent of the legislative delegations of the congressional district involved, and be a resident thereof. There shall be two at-large members appointed by the Governor. The initial terms of office of Board members representing congressional districts shall be for a period of years corresponding to the numerical designations of their respective districts. The initial terms of office of the at-large members shall be for three and six years, determined by lot. In addition, the State Superintendent of Education and the Executive Director of the State Development Board shall serve as ex officio members of the Board. The chairman shall be elected by the Board. The Board shall make such rules and regulations and enter into such contracts as it deems necessary to fulfill the requirements of Sections 59-53-10 to 59-53-70.

Section 59-53-20. Jurisdiction of Board over two-year, State-supported, post-secondary institutions and their programs; special provisions for university branches or centers. The Board shall have within its jurisdiction, in accordance with the provisions of Sections 59-53-10 to 59-53-70, all two-year, State-supported, post-secondary institutions and their programs that are presently operating and any created in the future. Excepted are the present university branches and centers, which shall continue the present programs under the direction of the University of South Carolina and Clemson University, respectively.

It is provided further that such university branches or centers are hereby specifically authorized to offer courses in the junior level where such branch or center has an enrollment of seven hundred full-time equivalent students and to offer in the senior level when such branch or center has one thousand full-time equivalent students, both subject to the approval of the board of trustees of the university concerned. Such branch or center shall continue to be under the administrative and jurisdictional control of its local governing board and the board of trustees of the University of South Carolina or Clemson University, as the case may be.

Section 59-53-30. Modification of two-year institutions to meet changing educational needs. It shall be possible for two-year institutions to meet the changing educational needs of their service area by:

- (1) Adding the first-year and second-year college parallel curricula to technical education centers;
- (2) Merging two or more two-year institutions; and
- (3) Enabling university branches or university centers to become comprehensive institutions under the direction of the State Board for Technical and Comprehensive Education.

Any major modification, as specified in this section shall require the concurrence of the local governing or advisory boards and the legislative delegations affected, the board of trustees of the university directly affected, the State Board for Technical and Comprehensive Education and the Commission for Higher Education.

Section 59-53-40. Board empowered to assume assets and liabilities of State Advisory Committee for Technical Training and to continue existing institutions and programs; coordination with Commission on Higher Education. The Board shall be empowered to assume all of the assets and liabilities of the existing State Advisory Committee for Technical Training and continue all of the existing institutions and programs, with continued emphasis on the special schools program which provides training for prospective employees for new and expanding industry, such programs to be closely coordinated with the State's economic development efforts. The regional technical centers, regional manpower centers and all federal programs presently assigned, or that may be assigned, to the State Advisory Committee for Technical Training will be continued under the auspices of the Board.

The Board shall maintain coordination with the Commission on Higher Education and other educational efforts to facilitate effective coordination of activities. Coordination with the Commission on Higher Education shall be accomplished as follows:

- (1) By the service of the chairman of the State Board for Technical and Comprehensive Education as an ex officio member of the Commission on Higher Education; and
- (2) By the presentation to the Commission on Higher Education of the Board's plans, programs and academic educational budget, for review and comment.

All associate degree programs shall be subject to the approval of the Commission on Higher Education.

The admission criteria for the college parallel program shall be established by the Board with the concurrence of the Commission on Higher Education.

Section 59-53-50. Additional powers and duties of Board. In addition to the powers, and without the intent of limiting the powers and duties necessary to achieve the purposes of Sections 59-53-10 to 59-53-70, duties and responsibilities hereinabove designated to it, the Board shall:

- (1) Be responsible for the development and implementation of an adequate post-high school vocational and technical training program;
- (2) Establish criteria, subject to the approval of the Commission on Higher Education, for the establishment of new public two-year, post-secondary institutions and programs; such criteria to include minimum population, both total and of college age, in the area to be served, and minimum annual secondary school graduations in the area to be served, with specific allowance to be made for the existence, within the area to be served of other post-secondary institutions, public and nonpublic.

(3) Continue the policy of full participation at the local level in its programs and institutions through the mechanisms of local boards and advisory committees, and through the requirements of local provision of capital facilities, all subject to State-level policy and budgetary control through the new Board, which shall include, but not be limited to: (a) establishing maximum tuition and fees which may be charged students of any of the institutions under its control, (b) award certificates, Diplomas and associate (but not baccalaureate) degrees to students who successfully complete authorized and prescribed courses of study and training, (c) participation in various programs of federal aid to public two-year institutions and to the students therein, and (d) accept and administer donations of funds, real property or equipment from individuals, corporations, foundations and governmental bodies, and to possess title to all donated or purchased equipment for which maintenance is provided by the State.

Section 59-53-60. Annual reports. The board shall file reports on its activities annually, with such recommendations as may be appropriate, to the Governor and the General Assembly.

Section 59-53-70. Control of four-year institutions. All additional four year institutions created under Sections 59-53-10 to 59-53-70 shall be under the control of the State College Board of Trustees.

EFFECTIVE DATE: July 1, 1972.

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

1979 CUMULATIVE SUPPLEMENT TO

CODE OF LAWS OF SOUTH CAROLINA, 1976

CHAPTER 53

ARTICLE I

An Act To Amend Act 1268 of 1972, Relating To The State Board For Technical And Comprehensive Education; So As To Provide That The Board Shall Have Within Its Jurisdiction All State-Supported Post-Secondary Technical Institutions And Their Programs; Provide The Board With Certain Authority Over Certain Post-Secondary Vocational, Technical And Occupational Education Programs; Further Provide For The Powers And Duties Of The Board; Designate All Personnel Employed By The Board State Employees; Provide For Salary Ranges For Certain Employees; Prohibit Local Salary Supplements; Provide Appeal Procedures; Establish The Powers And Duties Of Area Commissions; Establish Ownership Of Certain Property; Provide For A Uniform And Equitable Allocation Of Funds; Provide For Money Appropriated For Special Schools; Provide For Accounting And Budgeting; Provide That The Board May Receive State Funds For Capital Facilities; Delete Certain Provisions For Four-Year Institutions; And Add Provisions Relative To Four-Year And Three-Year Branches Of The University Of South Carolina.

Section 59-53-10. State Board for Technical and Comprehensive Education created; members, terms; rules and regulations; contracts. Section 1 of Act 1268 1972 is amended to read: There is hereby created the State Board For Technical and Comprehensive Education (Board) as a continuing body and agency and instrumentality of the State. The Board shall consist of eight members, appointed by the Governor for terms of six years and until successors are appointed and qualify. One member shall be appointed from each congressional district, with the advice and consent of the legislative delegations of the congressional district involved, and be a resident thereof. There shall be two at-large members appointed by the Governor. The initial terms of office of Board members representing congressional districts shall be for a period of years corresponding to the numerical designation of their respective districts. The initial terms of office of the at-large members shall be for three and six years, determined by lot. In addition, the State Superintendent of Education and the Executive Director of the State Development Board shall serve as ex officio members of the Board. The chairman shall be elected by the Board. Board members serving on the effective date of this act shall complete their appointive term without interruption and shall be eligible for reappointment. In case a vacancy shall occur a member shall be appointed in the same manner for the remainder of the unexpired term. The Board shall enter into contracts and make such rules and regulation, including policies and guidelines, as deemed necessary to fulfill the intent of Sections 59-53-10 through 59-53-70, subject to the approval of the General Assembly.

Section 59-53-20. Jurisdiction and authority of Board over state-supported technical institutions and programs; South Carolina Technical Education System. Section 2 of Act 1268 of 1972 is amended to read: The Board shall have within its jurisdiction, in accordance with the provisions of Sections 59-53-10 through 59-53-70, all state-supported technical institutions and their programs that are presently operating and any created in the future.

The Board shall have approval or disapproval authority over all post-secondary vocational, technical and occupational diploma and associate degree programs financed in whole or in part by the State that lead directly to employment. Excepted are such programs presently being offered by other state-supported institutions of higher learning which shall continue their present programs under the direction of their respective institutions. The Board shall continue major emphasis on the special schools program, which provides training for prospective employees for new and expanding industry, such programs to be closely coordinated with the State's economic development efforts.

All courses, programs and institutions within the jurisdiction of the Board shall be identified and administered as the South Carolina Technical Education System.

The Board shall have the responsibility for developing and maintaining the short and long-range plans for the South Carolina Technical Education System and shall coordinate its planning activities with similar activities of the State Development Board, the Commission on Higher Education, the State Department of Education and other state agencies, institutions and departments.

All personnel employed in the institutions and programs within the jurisdiction and control of the Board are designated state employees whether paid in whole or in part by state funds and shall be subject to the rules, regulations, guidelines and policies of the Board, the Budget and Control Board and the state personnel system. There shall be no local supplements to any salaries. The Board shall establish salary ranges for unclassified institutional employees based upon minimum standard systemwide qualification criteria. Area commissions will fill all positions with qualified personnel.

Section 59-53-30. Open admissions; tuition and fees; literacy and vocational programs; parallel programs. Section 3 of Act 1268 of 1972 is amended to read: Institutions of the South Carolina Technical Education System shall maintain open admissions policies unless determined to be economically unfeasible by the Budget and Control Board and establish and maintain low tuition and fees in order to provide access to post-secondary education and insure that such educational opportunities shall not be denied to anyone.

Upon request and justification and with the approval of the State Board of Education, the Board may authorize an institution within its jurisdiction to contract with local school districts to offer adult literacy courses and programs and secondary-level vocational courses and programs.

Upon request and justification and with the approval of the Commission on Higher Education, the Board may authorize an institution within its jurisdiction to offer two-year college parallel programs. The Commission on Higher Education shall approve all criteria for college parallel courses.

Section 59-53-40. Coordination with Commission on Higher Education and others; budget; college parallel courses and associate degree programs. Section 4 of Act 1268 of 1972 is amended to read: The Board shall maintain effective coordination with the Commission on Higher Education and other educational boards and state agencies. Coordination with the Commission on Higher Education shall be accomplished by the service of the Chairman of the Board as an ex officio member of the Commission on Higher Education.

The Board shall be required to submit to the Commission on Higher Education a budget and enrollment documentation for all existing and proposed college parallel courses or associate degree programs with college transfer credit by institutional location for review and comment prior to submission of the Board's total state budget request to the State Budget and Control Board.

All college parallel courses or associate degree programs shall be subject to the approval or termination by the Commission on Higher Education.

Section 59-53-50. Additional powers and duties of Board. Section 5 of Act 1268 of 1972 is amended to read: The Board shall:

(1) be responsible for the state-level development, implementation, coordination and operation of an adequate and high quality post-high school vocational, technical and occupational diploma and associate degree courses and programs financed in whole or in part by state funds; such courses and programs to be characterized by a continuing strong emphasis on the employment needs of the State, the communities and people of South Carolina;

(2) establish criteria for and approve the awarding of certificates, diplomas and associate (but not baccalaureate) degrees to students who successfully complete authorized and prescribed courses and programs of study and training;

(3) participate in the various programs of federal aid to public, post-secondary two-year institutions and to the students therein;

(4) accept and administer donations of funds, grants, real property or equipment from individuals, corporations, foundations and governmental bodies;

(5) establish a minimum and maximum tuition fee with the approval of the area commissions. Any fees charged above or below this established fee schedule shall require the approval of the Board and the appropriate area commissions;

(6) require accountability for and maintain inventory records over all donated equipment, all real property and equipment in the South Carolina Technical Education System which is purchased by or for the institutions and programs regardless of source of funds. All inventory records shall identify sources of funds and ownership of all items;

(7) establish criteria for the justification of a new facility or the modification of existing facilities. No new facilities or modification of existing facilities shall occur without the approval of the area commission and the Board, and the location of any such new facility or the modification of existing facility in a particular county shall be subject to the approval of a majority of the members of the area commission from the county;

(8) employ an executive director and such other personnel as may be necessary for the Board to fulfill its duties and responsibilities;

(9) file reports on its activities annually, with such recommendations as may be appropriate, to the Governor and General Assembly;

(10) continue the special schools training program for new and expanding industry and business, closely coordinated with the State's economic development efforts.

Section 59-53-51. Board to establish statewide policies and procedures; appeal by area commission to Budget and Control Board. Act 1268 of 1972 is amended by adding: The Board shall establish statewide policies and procedures necessary to insure educational and financial accountability for operation of the technical education institutions and their programs.

The area commissions shall participate and provide input in the formulation of statewide policies and procedures through joint meetings, distribution of discussion documents and position papers, joint committees, service by area commission members on state board standing committees and whatever other means which may be necessary or desirable.

The area commissions shall be delegated primary responsibility for local governance and supervision of the individual institutions in compliance with all state laws by adoption of appropriate local policies and procedures which are consistent with state-level policies and procedures.

* Institutional fees shall be regarded as local funds under the guidelines of the Board.

An area commission shall have the right to appeal to the Budget and Control Board any final decision or action of the Board in accordance with the following procedures:

(1) If differences occur between the state executive director and the local president, the executive director, local president and State Board congressional district member or a designated at-large Board member shall appear before the local area commission to resolve the differences.

(2) If the differences are not resolved as outlined in item (1) the area commission chairman, local president and state executive director shall appear before the Board to resolve the differences.

(3) If the differences are not resolved by the Board all parties, including the Chairman of the Board, shall appear before the Budget and Control Board to resolve the differences.

Section 59-53-52. Powers and duties of area commissions, generally. The area commissions shall:

- (1) Adopt and use a corporate seal;
- (2) Adopt such bylaws, rules and regulations for the conduct of business and the expenditure of their funds as they may deem desirable;
- (3) Acquire sites and construct and equip thereon appropriate facilities in accordance with item (7) of Section 5: all real property is the possession of the area commission regardless of the source of funds for its purchase or construction, except for those campuses currently owned by the State. All personal property purchased with local funds is the possession of the area commission;
- (4) Acquire by gift, purchase or otherwise all kinds and descriptions of real and personal property;
- (5) Accept gifts, grants, donations, devises and bequests;
- (6) Provide appropriate supervision of the maintenance of any facility established to promote post-secondary vocational, technical and comprehensive education;
- (7) Exercise responsibility for the operation, maintenance and improvement of institutional facilities;
- (8) Employ the institutional chief administrative officer from a list of at least three candidates recommended by a committee consisting of the chairman of the area commission or designated commission member, the chairman of the Board or designated State Board member and one area president appointed by the two aforementioned persons;
- (9) Employ such other personnel as may be deemed necessary;
- (10) Establish, promulgate and enforce reasonable rules and regulations for the operation of their facilities;
- (11) Operate their affairs on a fiscal year beginning on July first each year and ending June thirtieth of the succeeding calendar year;

(12) Expend any funds received in any manner consistent with their approved budget and in accordance with the purposes for which the funds were made available including the proceeds derived from any bonds issued by the county or counties to defray any costs incident to the establishment of adequate facilities for the program and thereafter to expend such funds for the operation, maintenance and improvement of the facilities;

(13) Exercise the right of eminent domain in the geographical area served by each respective institution;

(14) Apply for, receive and expend monies from all state, local and federal governmental agencies;

(15) Keep full and accurate accounts of receipts and expenditures and make monthly reports in accordance with uniform procedures established for the system, and within ninety days following the close of the fiscal year cause a complete audit of institutional affairs to be made by an independent certified public accountant with copies of the audit report and related documents to be delivered concurrently to the area commission and the Board. The area commission shall make copies available to legislative delegations or county governing bodies participating in the funding of the institution ;

(16) Prepare and submit budgets for review by the county governing bodies participating in the funding of the individual institutions and to the Board for approval in accordance with the methods and procedures established by each of the bodies or agencies involved. Local tax revenue budgets shall require the approval of the county governing bodies.

(17) Award certificates, diplomas and associate (but not baccalaureate) degrees to students who successfully complete authorized and prescribed courses and programs of study and training;

(18) Exercise such other powers as may be provided for them by the legislation which established and regulates the particular area commission.

Except as otherwise provided herein, area commissions of the technical institutions existing on the effective date of this act shall continue as presently constituted and as provided for by the legislation establishing the respective commissions.

Section 59-53-57. State funding. State funds for the South Carolina Technical Education System shall be appropriated to the Board by the General Assembly and funds budgeted for the technical institutions shall be allocated in a uniform and equitable manner. Monies appropriated for special schools shall be retained at the state level and expended upon recommendation of the Board. The Board and all institutions under its direction shall use prescribed statewide accounting and budgeting systems which shall account for all revenues and expenditures regardless of sources of funds and purposes for which expended. The systems shall include provisions to identify specific revenues with the specific expenditures to which they relate when the fund source so requires.

The Board and institutions shall be eligible to receive state funds for capital facilities. To qualify, a minimum of twenty percent of the cost of such facilities shall first be provided by the local support area."

Section 59-53-60. Repealed by 1976 Act No. 654, Section 8.

Section 59-53-70. Branches of University of South Carolina. Section 8 of Act 1268 of 1972 is amended to read: All four-year and three-year branches of the University of South Carolina shall continue exist as branches of the University of South Carolina and three-year branches may add the fourth year upon approval of the Board of Trustees of the University of South Carolina.

EFFECTIVE DATE: June 17, 1976.

GEOGRAPHIC SERVICE AREAS
FOR
SOUTH CAROLINA TECHNICAL COLLEGES

Excerpt from Minutes of the State Board for Technical and
Comprehensive Education, November 13, 1980 (page 4):

"After discussion, a motion was made by Mr. Barnette and seconded by Mr. Morgan that the State Board for Technical and Comprehensive Education accept the recommendation of its Management and Operations Committees and approve the recognition of designated service areas for each technical college and, further, all activity in a designated service area which falls within the prescribed mission of TEC as mandated by public law, shall be the responsibility of the respective area commission and technical college. Unanimous. (Attachment #1)"

GEOGRAPHIC SERVICE AREAS
FOR
SOUTH CAROLINA TECHNICAL COLLEGES

BACKGROUND

Since its inception, the State Committee for Technical Education, "TEC", adopted a "do-it-yourself" approach to technical education by making it a three-way effort involving not only the State Committee, but individual counties and, of course, the students. This approach generated the concept of regional technical colleges rather than a single centrally located facility. As a result, the blueprint for "TEC" called for local area commissions for each regional institution. Since very few individual counties have the area and population to justify and support a technical college, many multi-county area commissions were established to co-sponsor a facility.

The progressive development of the TEC System, and the establishment of the regional campuses by separate legislative acts, is shown in the attached table. Each legislative act reflects the supportive county or counties directly responsible for the individual technical college and also specifies the area commission representation of the supportive counties. The Technical Education Centers, now known as technical colleges, are listed in alphabetical order. The table is followed by a map which outlines the designated service areas established by the aforementioned legislation (copies on file at the TEC Central Office).

It is significant to note that the assigned service areas for Industrial Service representatives follow essentially the same pattern.

NON-CONTRIBUTING COUNTIES

Certain counties, for financial and other reasons, are not represented on an area commission. These counties are normally serviced by the nearest technical college.

The non-contributing counties are shown as such on the accompanying table and map (see arrows) with the technical college historically providing services.

POLICY STATEMENT

It shall be the policy of the State Board for Technical and Comprehensive Education to recognize the designated service areas for each technical college, as delineated in the accompanying table. The Board further holds that all activity in a designated service area which falls within the prescribed mission of TEC as mandated by public law, shall be the responsibility of the respective Area Commission and technical college.

S. C. TECHNICAL COLLEGE SERVICE AREAS

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TECHNICAL COLLEGE	Date Established	Supportive Counties (by legislation) (Contributing)	Number of Commission Members	Other Counties Serviced (Non-contributing)
AIKEN	1962 Act 926	AIKEN	9	
BEAUFORT	1961 Act 378 1962 Amend.	Beaufort County Comm. for Tech Trng Beaufort County Adv. Comm for Tech Trng.	5 (1 exofficio)	Colleton Hampton Jasper
CHESTERFIELD - MARLBORO	1963 Act 53 (repealed by 1967 Act 344 (Amendment-1979)	CHESTERFIELD MARLBORO	7 4	Dillon
DENMARK	1969 Act 444	Transfer of manage- ment to TEC (no area commission)		Bamberg Allendale Barnwell

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S. C. TECHNICAL COLLEGE SERVICE AREAS

TECHNICAL COLLEGE	Date Established	Supportive Counties (by legislation) (Contributing)	Number of Commission Members	Other Counties Serviced (Non-contributing)
FLORENCE-DARLINGTON	1962 Act 67 Act 225	FLORENCE DARLINGTON (alternating each term)	4 4 1	Marion
GREENVILLE	1962 Act 743	GREENVILLE	9	
HORRY-GEORGETOWN	1963 Act 358	HORRY GEORGETOWN	6 3	
MIDLANDS	1962 Act 954	RICHLAND LEXINGTON	9 3	Fairfield

S. C. TECHNICAL COLLEGE SERVICE AREAS

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TECHNICAL COLLEGE	Date Established	Supportive Counties (by legislation) (Contributing)	Number of Commission Members	Other Counties Serviced (Non-contributing)
ORANGEBURG-CALHOUN	1966 Act 984	ORANGEBURG CALHOUN	5 2	
PIEDMONT	1963 Act 243	ABBEVILLE EDGEFIELD LAURENS GREENWOOD McCORMICK NEWBERRY SALUDA	1 1 2 2 1 1 1	
SPARTANBURG	1961 Act 387 1973 Act 197	SPARTANBURG "	9 13	Cherokee Union
363				361

S. C. TECHNICAL COLLEGE SERVICE AREAS

TECHNICAL COLLEGE	Date Established	Supportive Counties (by legislation) (Contributing)	Number of Commission Members	Other Counties Serviced (Non-contributing)
SUMTER	1962 Act 798	SUMTER	5	
SUMTER AREA	1963 Act 42	SUMTER	6	
		CLAREDON	1	
		KERSHAW	1	
		LEE	1	
TRI-COUNTY	1962 Act 905	ANDERSON	3	
		OCONEE	3	
		PICKENS	3	
TRIDENT	1962 Act 841	BERKELEY	3	
		CHARLESTON	3	
		DORCHESTER	3	
365				366

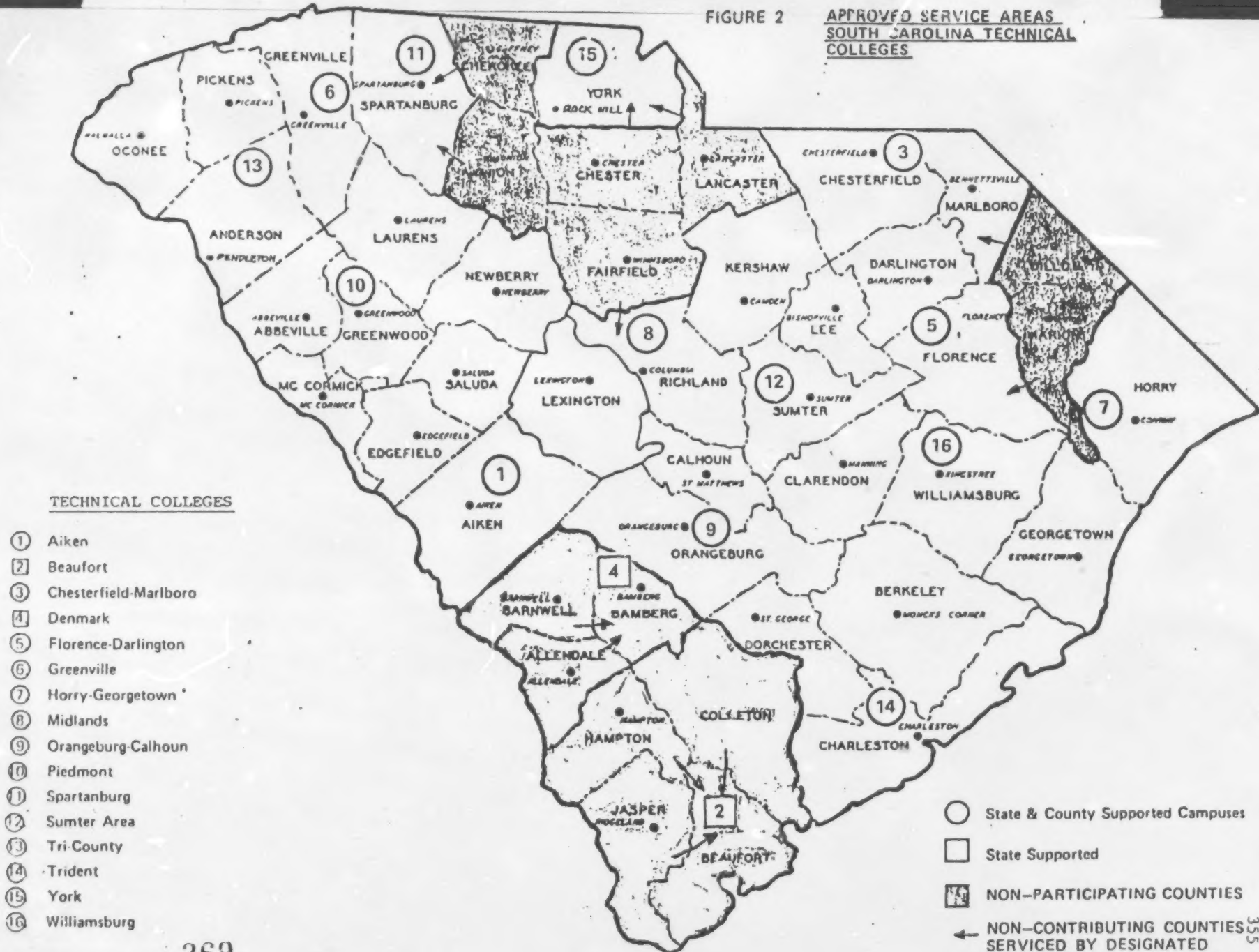
S. C. TECHNICAL COLLEGE SERVICE AREAS

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TECHNICAL COLLEGE	Date Established	Supportive Counties (by legislation) (Contributing)	Number of Commission Members	Other Counties Served (Non-contributing)
WILLIAMSBURG	1969 Act 58 1976 Amended	WILLIAMSBURG	11	
YORK	1962 Act 967 1970 Amended	YORK "	9 11	Chester Lancaster
367				368

FIGURE 2

APPROVED SERVICE AREAS
SOUTH CAROLINA TECHNICAL
COLLEGES



INTER-SERVICE AREA ACTIVITIES

RATIONALE - For Projects Involving Technical Colleges Functioning In More Than One Service Area (Inter-Service Area Activities)

There is a growing demand for single institution training contracts from State agencies, Federal agencies, and/or industrial/commercial companies. These programs often require multi-site training sessions extending statewide and consequently beyond the normal service area of the contracting institution. Understandably, the agencies are concerned about standardization of presentations and also prefer a single contractual process as opposed to multi-contract negotiations with several institutions.

Such activities should be appropriately coordinated with the technical college in each of the service areas involved; however, there has been no established TEC System policy in this regard.

It is imperative that procedures be inaugurated on a systemwide (TEC) basis to preclude any misunderstanding. The procedure should include sharing of information regarding such programs, and the assignment of responsibilities for related records keeping, MIS and CEU reporting.

For definition purposes, Inter-Service Area Activities are all activities conducted by a single institution which, due to the nature of the program and the agencies or organization requesting and funding it, are necessarily conducted at sites outside of the service area of that institution.

INTER-SERVICE AREA CONTRACTUAL PROGRAMS

The procedures which follow relate to the noted types of training programs:

1. State agency training requirements of a "one-time" short-term nature which can be most feasibly conducted by a single resource person (or single group of resource persons) who travel to multiple designated training sites from one contracting technical college.
2. Multi-site training for a company in which a single program must be conducted at two or more in-state plants and can be most economically performed as in one (1) above. The instructional contract is administered by one technical college.
3. Federal agency training programs for a dispersed targeted audience which makes it feasible to conduct regional sessions, utilizing a single resource group from an individual technical college.

PROCEDURES FOR
INTER-SERVICE AREA CONTRACTUAL PROGRAMS

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1. The contracting technical college which is planning an inter-service area activity will send the State Board's Executive Director the proposed contractual agreement prior to final sign-off with the customer. A copy of the intended teaching itinerary should be included.
2. The Executive Director's acknowledgement and endorsement will be returned to the contracting institution.
3. The Executive Director will notify the President(s) of technical college(s) in the other service area(s) involved of the intended program(s) and include a brief summary of the proposed inter-service area activity.
4. The contracting institutions will be responsible for the coordination of all activities directly and indirectly related to an inter-service area project. The host technical college(s) may assume the role of co-sponsor during the implementation of programs in their service area.
5. The contracting institution shall provide the host technical college in each service area involved with all pertinent information as required by Standard IX, Southern Association of Colleges and Schools. The host college has the prerogative of recording MIS information for head-count and CEU benefits or waiving this privilege to the contracting institution.
6. A "Letter of Agreement" should be prepared. It should contain all mutually agreed upon conditions relating to a specific program in a given service area. It should also include the decision of the host technical college as outlined in Item five (5) above. Copies of the "Letter of Agreement" and the endorsement of the Executive Director should be retained by the participating technical college.
7. MIS and CEU records and reporting procedures will be accomplished in accordance with applicable existing procedures of the host technical college or those mutually agreed upon prior to the program and as delineated in the "Letter of Agreement."

RACIAL COMPOSITION OF DENMARK TECHNICAL COLLEGE
SERVICE AREA *

Counties

<u>Allendale</u>	<u>Black & Other</u>	<u>%</u>	<u>White</u>	<u>%</u>	<u>Total</u>
	5,500	55.6%	4,400	44%	9,900
<u>Bamberg</u>	9,900	60%	6,500	40%	16,400
<u>Barnwell</u>	6,800	34%	13,300	66%	20,100

	<u>Black & Other</u>	<u>%</u>	<u>White</u>	<u>%</u>	<u>Total</u>
<u>State of South Carolina</u>	908,900	31%	2,023,000	69%	2,931,900

*This information is provided at the request of the U.S. Department of Education.

Source: South Carolina Statistical Abstract, 1980

COLLEGES IN THE
STATE TECHNICAL EDUCATION SYSTEM
WHICH OFFER THE ASSOCIATE
IN ARTS AND ASSOCIATE IN SCIENCES DEGREES*

Associate in Arts

Institutions

Chesterfield-Marlboro

Greenville

Midlands

Tri-County

Trident

Williamsburg

York

Associate in Sciences

Institutions

Chesterfield-Marlboro

Greenville

Midlands

Tri-County

Trident

Williamsburg

York

* These two degrees are college transfer degrees; all other degree curricula are designed to meet local or statewide manpower requirements for skilled technicians.

Note: This information is provided at the request of the U.S. Department of Education.